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IDENTIFIERS	*Minnesota; National Career Development Guidelines

ABSTRACT

This learning activities book is designed as a resource to help school counselors, teachers, and career specialists to integrate career development into programs and curricula. It contains 65 activities organized under 8 curriculum areas: fine arts, science, vocational studies, language arts, physical education, mathematics, social sciences, and counseling. Within each area the activities follow the four major competency areas--knowing self, career exploration, relating education to careers, and high school and beyond. The activities are linked through a matrix to the Minnesota career development and work readiness program outcomes. Activities consist of a title, purpose, materials needed, and procedures. Some activities include checklists, information sheets, and student worksheets. The activities guide also includes a list of 14 resources. (KC)

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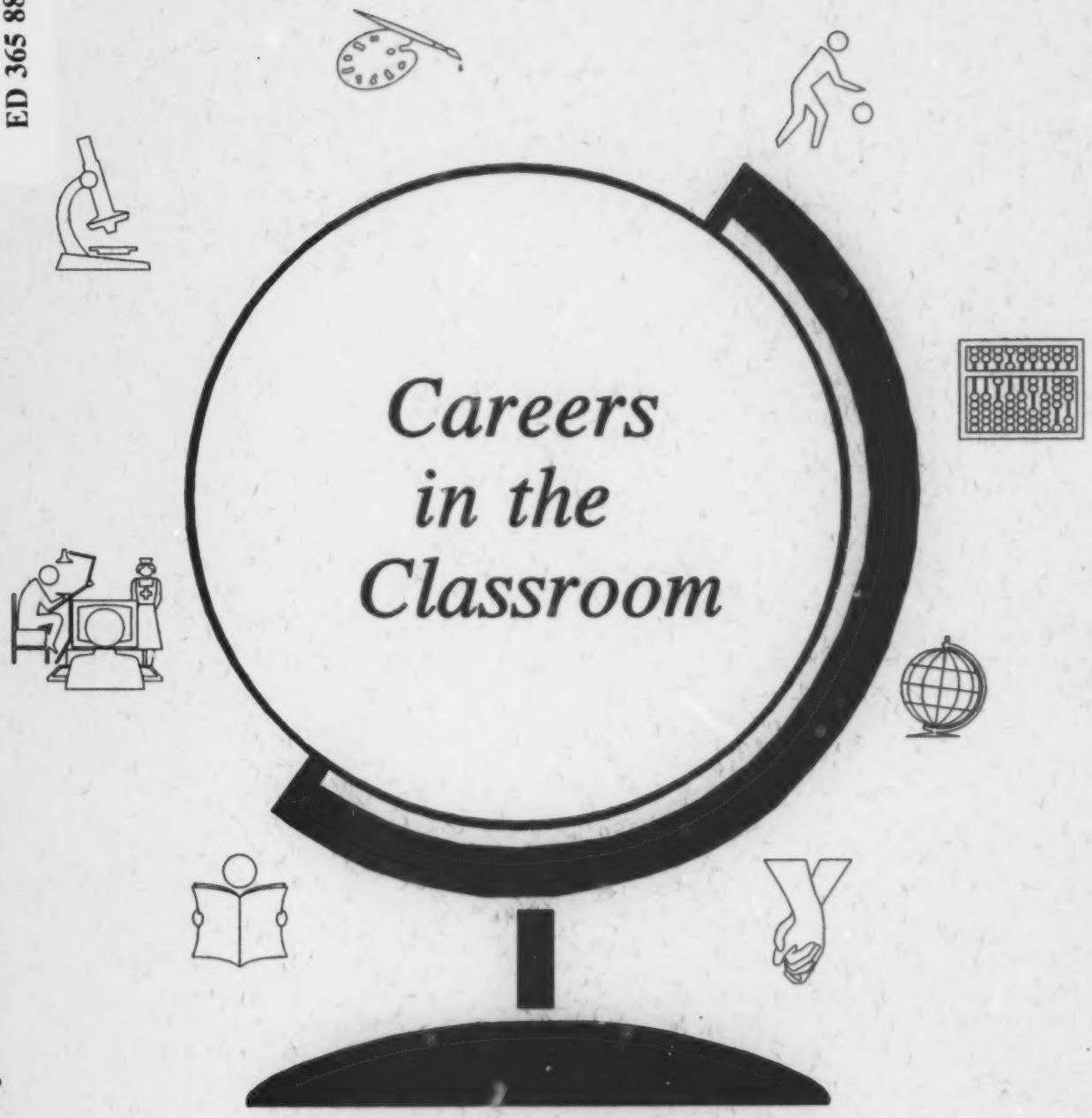

Careers in the Classroom

CE 065 688

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CAREERS IN THE CLASSROOM

Activities for Integrating Career Development and Work Readiness into Secondary Curriculum and Career Guidance Programs

A Joint Effort by
the Minnesota Occupational Information
Coordinating Committee and
the Minnesota Career Information System

January, 1993

Minnesota Occupational Information
Coordinating Committee
390 North Robert Street
St. Paul, MN 55101

Minnesota Career
Information System
932 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

INTRODUCTION

These are complex, turbulent times for students planning their future. Changes in the economy and workplace brought on by global competition and technology are creating challenges that inspire higher motivation....and anxiety. Students need help in facing these challenges. Following a recent survey of students and teachers sponsored by the Minnesota Department of Education, a report called *What Minnesota Students Want and Need* identified eight major student concerns. Four of the eight directly concerned their preparation and role as future workers.

At the national level several major projects have recently examined our workforce and training systems. The Secretary's Commission on Achieving Necessary Skills (SCANS) report, *What Work Requires of Schools,* clearly defines the higher level skills and personal qualities students must now have to perform sucessfully in the modern workplace. *America's Choice: High Skills or Low Wages*, prepared by the National Center on Education and the Economy, forcefully concludes that our nation is at a crossroads and must turn in the direction of preparing and motivating students to achieve at much higher standards. If we stall and do nothing, the future portends a declining standard of living.

Clearly career guidance plays an important role in assisting students to understand the choices and expectations of this volatile labor market. Efforts to enhance this field have already begun. The National Career Development Guidelines (NCDG) project sponsored by the National Occupational Information Coordinating Committee (NOICC) provides the model framework and concepts for a comprehensive developmental career guidance program. In Minnesota, six sites are currently using the Guidelines to implement or enhance their guidance programs. In addition, as part of its 1990 permanent rules, the State Board of Education has mandated the Guidelines'competencies be integrated into all courses and programs.

Careers in the Classroom is designed as a resource to help school counselors, teachers, and career specialists integrate career development into programs and curricula. There are 65 activities organized under 8 curriculum areas. Within each area the activities follow the four major competency areas shown by the "Curriculum Chart" on page VI. The Chart is the key to using this document. It lists all the activities cross-referenced to the recognized state standards for learner outcomes in the areas of career development and work readiness.

We hope this publication plays a part in a revitalized effort to better prepare our young people for the future.

ACKNOWLEDGEMENTS

Careers in the classroom is the result of a joint effort undertaken by the Minnesota Career Information System (MCIS) and the Minnesota Occupational Information Coordinating Committee (MOICC).

MCIS is a totally user-fee supported program, administered by the Minnesota Department of Education. It operates to maintain, develop and distribute career information resources and to provide services related to the effective use of those resources.

MOICC is part of a federal/state network whose mission is to promote and facilitate the development and use of occupational information and to address the career information and career development needs of youth and adults.

Appreciation is expressed to the following people who made significant contributions to the creation of this document.

Joyce Crowder, Curriculum Developer, Career Specialist
at Osseo High School
Terry Hamm, Project Coordinator, MCIS
John Cosgrove, Project Coordinator, MOICC
Seal Howe, Word Processing & Design, TIES
Kathy Gragert, Proofreader, MCIS

Appreciation is also given to the many educators across the country who have developed these activities and shared them so that others could benefit. While individual names are not known, activities were adapted and revised from the following resources:

Career Preview. Georgia Career Information System, Georgia Department of Education, Atlanta, Georgia, July 1990.

Careers Now! Making the Future Work Activity Manual. Edited by Anton Lee Wishik. Community project sponsored by Pat Angeles (Washington) School District #121, Clallam County Economic Development Council and Youth 2000, Port Angeles, WA 98362.

The Idaho Comprehensive Guidance and Counseling Program Model: Units of Instruction. Deborah P. Block, Ph.D, Principal Investigator. Idaho Career Information System, Boise, Idaho, 1992.

Learning Activities, AKCIS (Alaska Career Information System). Published by Alaska Department of Education and Alaska Department of Labor, 1990.

The Nebraska Career Guidance Program Handbook. Developed as a result of funds from the Carl D. Perkins Vocational Act of 1984 (P.L. 98-524). Nebraska State Department of Education, Lincoln, Nebraska.

Schoolwork, Lifework - Integrating Career Information into High School Career Development Programs. Oregon Occupational Information Coordinating Committee, Salem, Oregon and Oregon Career Information System, Eugene, Oregon, July, 1989.

Other Resources Mentioned

America's Choice: High Skills or Low Wages. National Center on Education and the Economy, 37 State Street, Suite 500, Rochester, New York 14614. Phone number (716) 546-7620.

Dictionary of Occupational Titles. U.S. Department of Labor, Employment & Training Administration, Regional Office - 6th Floor, 230 South Dearborn, Chicago, IL 60604.

Minnesota Careers. Research & Statistics Office, Minnesota Department of Jobs & Training, 390 North Robert Street, St. Paul, MN 55101. Phone number (612) 296-6545.

National Career Development Guidelines - Minnesota Occupational Information Coordinating Committee, 390 North Robert Street, St. Paul, MN 55101. Phone number (612) 296-2072.

Occupational Outlook Handbook, U.S. Department of Labor, Bureau of Labor Statistics, 600 E Street N.W., Washington, D.C. 20212. Phone (202) 272-5381.

Secretary's Commission on Achieving Necessary Skills (SCANS). U.S. Department of Labor, Washington, D.C. Hotline number 1-800-788-SKILL.

What do Minnesota Students Want and Need. Minnesota Curriculum Service Center, 70 West county Road B-2, Little Canada, MN 55117. Phone (612) 483-4442.

Vocational Biographies, P.O. Box 31, Sauk Centre, MN 56375. Phone 1-800-255-0752.

Minnesota Career Development and Work Readiness Program Outcomes

I. Understanding the influence of a positive self-concept on career development.

Students will:

1. Identify and acknowledge one's own personal interests, abilities and skills.
2. Demonstrate the ability to process peer feedback.
3. Demonstrate an understanding of how individual characteristics relate to achieving personal, social, education, and career goals.
4. Demonstrate an understanding of environmental influences of one's behavior.
5. Demonstrate an understanding of the relationship between personal behavior and self-concept.
6. Identify historical and contemporary barriers (i.e. discrimination and media messages) to developing a positive self-image.

II. Developing interpersonal and social skills required for positive interaction with others.

Students will:

1. Demonstrate effective interpersonal skills.
2. Demonstrate interpersonal skills required for working with and for others.
3. Demonstrate appropriate employer and employee interactions in varying situations.
4. Demonstrate how to express feelings, reactions and ideas in an appropriate manner.
5. Demonstrate knowledge about and appreciation for various cultures, household structures, attitudes and beliefs.
6. Demonstrate knowledge about and sensitivity to persons with different abilities and disabilities.

III. Understanding the interrelationships of emotional and physical development and career decision making.

Students will:

1. Describe how developmental changes affect physical and mental health.
2. Describe and examine the effects of emotional and physical health on career development.
3. Understand and describe the differences between healthy and unhealthy ways of dealing with stress.
4. Develop and maintain behaviors that affect physical and mental health.

5. Develop an understanding for the emotional and physical development of persons from various cultural backgrounds and ability levels in relation to career pursuits.

IV. Understanding the relationship between educational achievement and career planning, training, and placement.

Students will:

1. Demonstrate how to apply academic and vocational skills to achieve personal goals.
2. Describe and analyze the relationship of academic and vocational skills to personal interests.
3. Describe and analyze how skills developed in academic and vocational programs relate to career goals.
4. Describe and analyze how prior education relates to the selection of college majors, further training, and/or training into the job market.
5. Identify role models, mentors, and/or networking opportunities in career and education selection.
6. Identify and assess supportive relationships which enhance career growth.
7. Demonstrate transferable skills that can apply to a variety of occupations and changing occupational requirements.
8. Describe how learning skills are required in the workplace.
9. Identify sources of funding to support educational goals.

V. Developing positive attitudes towards work and learning.

Students will:

1. Identify the positive contributions workers make to society.
2. Demonstrate knowledge of the social significance of various occupations.
3. Demonstrate learning habits and skills that can be used in various educational situations.
4. Demonstrate positive work attitudes and behaviors.
5. Describe ways in which workers can and do affect the work environment.

VI. Developing skills for locating, evaluating, and interpreting information about career opportunities.

Students will:

1. Describe the educational requirements of various occupations.
2. Demonstrate use of a range of resources (e.g., handbooks, career materials, labor market information, computerized career information delivery systems and information interviews).

3. Demonstrate knowledge of various classification systems that categorize occupations and industries.
4. Describe and translate the concept of horizontal and vertical career moves within various professions.
5. Describe and analyze the advantages and disadvantages of self-employment as a career option.
6. Identify individuals in occupations including women and men, people of color, and people with disabilities as possible information resources, role models or mentors.
7. Describe and analyze the influence of change in supply and demand for workers of various occupations.
8. Describe the influence of prejudice and discrimination on workers in different occupations.
9. Identify how employment, unemployment, and underemployment trends relate to education and training.
10. Describe and analyze the impact of factors such as population, climate, and geographic location on occupational opportunities.
11. Describe the impact of race, ethnicity, gender, and class on occupational opportunities.
12. Describe and examine how the perspective of parents, school personnel, household members, adult friends, and neighbors can influence career information.

VII. Developing work readiness and employability skills, including preparing, locating, obtaining, maintaining, and advancing in a job.

Students will:

1. Demonstrate skills to locate, interpret, and use information about job openings and opportunities.
2. Demonstrate academic or vocational skills required for a full- or part-time job.
3. Demonstrate job interview skills and behaviors that meet the needs of both prospective employers and applicants.
4. Describe job interview disclosure rights and applicant responses.
5. Demonstrate skills in preparing a resume and completing job applications.
6. Identify specific job openings.
7. Demonstrate employability skills necessary to obtain and maintain jobs.
8. Identify and examine accessibility and promotion issues in the workplace.
9. Describe placement services available to make the transition from high school to civilian employment, the armed services, or postsecondary education/training.
10. Demonstrate an understanding of employment policies and grievance procedures (i.e., discrimination, sexual harassment, sick leave).
11. Demonstrate an understanding that job opportunities often require relocation.

VIII. Understanding how diverse society needs, workforce needs, and functions influence the nature and structure of work.

Students will:

1. Describe and examine the effect of work on life-styles.
2. Describe how society's needs and functions affect the supply of goods and services.
3. Describe how occupational and industrial trends relate to training and employment, including non-traditional careers.
4. Demonstrate an understanding of the global economy and how it affects each individual.
5. Describe how diversity among workers enhances the work environment.
6. Identify workforce projections which show increased representation of women, people of color, and people with disabilities.
7. Demonstrate a more flexible acceptance of diverse life-styles.

IX. Developing skills in making decisions and choosing alternatives in planning for and pursuing educational and career goals.

Students will:

1. Demonstrate responsibility for making tentative educational and occupational choices.
2. Identify alternatives in given decision-making situations.
3. Examine personal strengths and weaknesses in relationship to postsecondary education/ training requirements.
4. Identify and examine appropriate choices during high school that will lead to marketable skills for entry-level employment or advanced training.
5. Identify and complete required steps toward transition from high school to entry into postsecondary education/training programs or work.
6. Identify steps to apply for and secure financial assistance for postsecondary education and training.
7. Demonstrate skills necessary to function as consumers and manage financial resources.
8. Demonstrate and understanding of nontraditional alternatives, training and work.

X. Understanding the interrelationship of life roles and careers.

Students will:

1. Demonstrate knowledge of life changes.
2. Describe factors that influence life-styles (e.g.; socioeconomic status, culture, values, occupational choices, work habits, disabilities, and gender).

3. Describe ways in which occupational choices may affect life-style.
4. Describe and analyze the roles of work and leisure to a balanced life.
5. Describe ways in which work, household, and leisure roles are interrelated.
6. Describe the characteristics of careers and their potential effect on other areas of life (i.e., household patterns, life-style, and geographic location).

XI. Understanding the continuous changes in gender roles and how they relate to career decisions.

Students will:

1. Identify factors that have influenced the changing career patterns of women and men.
2. Identify evidence of gender stereotyping and bias in educational programs and occupational settings.
3. Demonstrate attitudes, behaviors, and skills that contribute to eliminating gender bias and stereotyping.
4. Identify courses appropriate to tentative nontraditional occupational choices.
5. Describe the advantages of nontraditional occupations.
6. Identify problems and issues related to traditional and nontraditional employment (i.e., comparable worth, pay equity, sexual harassment).
7. Identify household roles related to changing job trends.

XII. Developing skills in career exploration, planning and decision making.

Students will:

1. Examine career plans that reflect the importance of lifelong learning.
2. Demonstrate knowledge of postsecondary programs.
3. Demonstrate knowledge that changes may require retraining and upgrading of employee's skills.
4. Describe school and community resources to explore educational and occupational choices, including nontraditional and multicultural, gender fair resources.
5. List skills developed through volunteer experiences, part-time employment, or cooperative education programs and other sources.
6. Demonstrate skills necessary to compare educational options.
7. Demonstrate skills necessary to compare job opportunities, including self-employment.
8. Develop and individual career plan (ICP) which updates information from earlier plans and includes tentative decisions to be implemented after high school.

Curriculum Chart

Competency Areas & Learning Activities	*Minnesota Career Development and Work Readiness Learner Outcomes (High School)*	*Subject*	*Level*
Know Self			
Likes and Dislikes	I 1,2,3,4; II 4,5; V 1	Career Ctr	Jr/Mid
Career Inventory	I 1,3; VI 2	Career Ctr	Sr
Life Line to Your Career	I 3, IV 2; VI 2, 12 X 2,3	Fine Arts	Sr.
The Planning Process	I 1,2,3,5	Lang Arts	Jr/Mid
You're A Special Person	I 1,5	Lang Arts	Jr/Mid
Fantasy Job	I 1, 3; X 2	Phy Ed	Jr/Mid
Identifying Enjoyable Activities	I 1,2,3; XII 5	Phy Ed	Jr/Mid
Dear Diary	I 2,3; V 1,2; VI 2	Science	Jr/Mid
What Shall I Do Now?	I 1,3: VI 2; X 2,3,4,6; XI 3	Social	Jr/Mid
Do You Want to Work with People?	I 1,3; VI 2	Voc. St.	Jr/Mid
Qualities Employers Seek	I 3; V 3	Voc. St.	Jr/Mid
Personal Characteristics and Occupational Choice	I 1,3; VI 2	Voc. St.	Sr
Career Exploration			
What Does It Take to Start My Own Business?	I 1,2,3; VI 2,5; X 7	Career Ctr	Jr/Mid
Occupational Research	IV 8; VI 1,2; X 6	Career Ctr	Sr
Occupational Visits/Shadow Day	I 1,4; II 1,3,4; IV 5; VI 2,6; VII 3; X 6; XII 3	Career Ctr	Sr
Picture a Career	XI 1,2	Fine Arts	Jr/Mid
Work News Update	IV 5; VI 11; XI 1,2,3,6	Fine Arts	Sr
To Tell The Truth	II 1,2; VI 1,2,3	LangArts	Sr
Panel of Experts	VI 1,2,3; XII 2	LangArts	Sr
Economics & Your Lifestyle	VI 1,2; IX 7; X 2,3	Math	Jr/Mid
Job Survey	II 1,4; IV 5; V 1,2; VI 2,12	Math	Jr/Mid
Opting for Success	VI 1,2,4	Math	Sr
Sex Roles in Occupations	X 3,5,6; XI 1,2,3	Math	Sr
Changing Times	VI 2,7,9,; VIII 2,3	Phy Ed	Sr
Traditional/Nontraditional Careers	VI 2; XI 1,2,3	Phy Ed	Jr/Mid
The Selling of Physical Education and Health Occupations	IV 5; V 1,2; VI 2,6,10,11,12	Phy Ed	Sr

Curriculum Chart

Competency Areas & Learning Activities	*Minnesota Career Development and Work Readiness Learner Outcomes (High School)*	*Subject*	*Level*
Our Human Environment	V 1,2; VI 2,10	Science	Jr/Mid
Comparing Careers In Science	IV 4; VI 1,2,9	Science	Sr
From Raw Resources To Jobs	V 1,2; VI 2,3,7 VIII 2,3	Social	Jr/Mid
The Bobilator	I 3; IV 2; VI 2,3; IX 2	Social	Sr
Relate Education to Careers			
The Skills Employers Want	I 1; IV 1,3,7; VI 1; VII 7; IX 4	Career Ctr	Jr/Mid
Job Interview Simulation	I 1,3; II 1,3,4; VII 1,3,6,11	Career Ctr	Sr
Job Skills & School Subjects	IV 3; VI 1,2; IX 4	Fine Arts	Jr/Mid
If Only . . .	I 3; V 5; VI 2; IX 2,8	Fine Arts	Jr/Mid
Help Wanted	IV 3,4,8; VI 2; VII 1,6; XII 7	Fine Arts	Sr
Creativity & Your Career	IV 1,2,3,7; VI 2	Fine Arts	Sr
Foreign Language Careers	IV 3,5; VI 2,3	LangArts	Jr/Mid
No Phone Calls Please	I 3; V 3; VII 2,5,7	LangArts	Jr/Mid
Selling, Persuading & Your Future Job	IV 3,7; VI 3	LangArts	Sr
Writing a Skill Related Resume	IV 3,4; VI 2; VII 2,5	LangArts	Sr
What a Difference Math Makes	IV 3,4,7	Math	Jr/Mid
Education & Training - Do They Determine Your Job?	IV 3,4; VI 1	Math	Sr
Take Five	IV 1,2; VII 2,6	Math	Sr
Careers as Health Technicians	IV 3; VI 1,2; VII 1, XII 2	Phy Ed	Sr
Ball of String	V 1,5; VI 2; VIII 2	Science	Sr
Recreational Careers	I 1; III 2; IV 8; VI 1,2,3	Science	Jr/Mid
Our Feet On The Ground	V 1,2; VI 2	Science	Sr
Viewmaster	IV 3,4,5,8; VI 1,2,6; IX	Science	Sr
Summer Employment	VI 2; VII 1,2,3,6,7,9 XII 5	Social	Jr/Mid
Building A Community	V 1,2,5; VI 2; VIII 2,4	Social	Sr.
Setting Goals & Researching Career Information	IV 2,4; VI 2,3; XII 2	Social	Sr.
Commercial Kitchen	IV 2,3,5,7,8; VI 1,2,3,4; X3	Voc St	Jr/Mid
That First Impression	I 3; VII 2,3,7	Voc St	Jr./Mid
Exploring Business Careers	IV 3; VI 1,2,3,4,7; VII 2; X 6	Voc St	Sr.
Mock Interviews	VII 2,3,4,5,7	Voc St	Sr.

Curriculum Chart

Competency Areas & Learning Activities	*Minnesota Career Development and Work Readiness Learner Outcomes (High School)*	*Subject*	*Level*
High School and Beyond			
Educational Planning	I 3; IX 1,2,3; VI 2; XII 2,4,6	Career Ctr	Jr/Mid
Exploring Options After High School	I 3; V 3; VI 2; IX 1,2,3; XII 2,6	Career Ctr	Jr/Mid
Job Training - Where?	VI 2; XII 2,4,6	Career Ctr	Jr/Mid
Courses for Entering	IV 3,4; VI 2; IX 4	Career Ctr	Jr/Mid
Joe or Jane Schmoe	IV 8; VIII 2,3,4; XII 1,3	Career Ctr	Sr
Contrast and Compare	VI 2; IX 2; XII 2,4,6	Career Ctr	Jr/Mid
Financial Aid	IV 9; VI 2; IX 1,6,7; XII 6	Career Ctr	Jr/Mid
Military Service	I 1,3; VI 1,2; IX 1,2,3	Career Ctr	Jr/Mid
Future Decisions	I 3; IV 3,5; IX 1,4,	LangArts	Jr/Mid
Finding Out About Careers In Physical Education	II 2; IV 5; V 1,2; VI 1,2,3,4; VIII 1; XII 2,4	Phy Ed	Jr/Mid

Cross-Reference Table Using the Minnesota Career Information System for Curriculum Planning

This table is designed to help you use the Career Information System effectively.
The activities listed below are linked to specific modules in the MCIS program.

Competency Areas and Learning Activities	QUEST	School Sort	Assessment LINK	Occupations	Programs (Includes Apprenticeship)	Schools (Minnesota or National)	Scholarship Sort	Financial Aid	Military	Entrepreneurship	Job Search	Micro SKILLS	High School Planner
Know Self													
Likes and Dislikes	X												
Career Inventory			X	X									
Life Line to Your Career	X			X	X	X							
The Planning Process													
Your A Special Person													
Fantasy Job													
Identify Enjoyable Activities													
Dear Diary				X									
What Shall I Do Now	X			X	X	X							
Do You Want to Work With People	X			X									
Qualities Employers Seek											X		
Personal Characteristics & Occupational Choice	X			X	X	X						X	
Career Exploration													
What Does It Take To Start My Own Business										X		X	
Occupational Research	X			X	X							X	X
Occupational Visits/Shadow Day	X			X	X								
Picture a Career				X									
Work News Update													
To Tell The Truth				X									
Panel of Experts				X	X	X							
Economics & Your Lifestyle	X			X									
Job Survey				X									
Opting For Success													

Cross-Reference Table Using the Minnesota Career Information System for Curriculum Planning

This table is designed to help you use the Career Information System effectively. The activities listed below are linked to specific modules in the MCIS program.

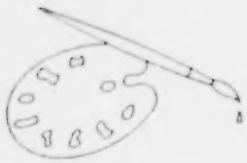
Competency Areas and Learning Activities	QUEST	School Sort	Assessment LINK	Occupations	Programs (Includes Apprenticeship)	Schools (Minnesota or National)	Scholarship Sort	Financial Aid	Military	Entrepreneurship	Job Search	Micro SKILLS	High School Planner
Career Exploration (cont.)													
Sex Roles and Occupations	X			X									
Changing Times				X									
Traditional/Nontraditional Careers				X									
The Selling of Phy. Ed. and Health Occupations				X									
Our Human Environment				X									
Comparing Careers in Science	X			X	X								
From Raw Resources to Jobs				X									
The Bobilator				X	X	X							
Relate Education to Careers													
The Skills Employers Want											X	X	
Job Interview Simulation											X		
Job Skills & School Subjects				X	X								
If Only . . .				X									
Help Wanted				X									
Creativity and Your Career	X			X									
Foreign Language Careers				X									
No Phone Calls Please											X		
Selling, Persuading & Your Future Job	X			X							X		
Writing a Skill Related Resume				X							X		
What a Difference Math Makes	X												
Education and Training - Do they Determine Your Job?	X												
Take Five		X		X	X	X							
Careers as Health Technicians				X	X	X							

Cross-Reference Table Using the Minnesota Career Information System for Curriculum Planning

This table is designed to help you use the Career Information System effectively. The activities listed below are linked to specific modules in the MCIS program.

Competency Areas and Learning Activities	QUEST	School Sort	Assessment LINK	Occupations	Programs (Includes Apprenticeship)	Schools (Minnesota or National)	Scholarship Sort	Financial Aid	Military	Entrepreneurship	Job Search	Micro SKILLS	High School Planner
Relate Education to Careers (cont.)													
Ball of String				X									
Recreational Careers				X	X								
Our Feet on the Ground				X									
Viewmaster				X	X								X
Summer Employment										X	X		
Building a Community				X						X			
Setting Goals and Researching Career Info.				X	X	X							X
Commercial Kitchen				X	X	X							
That First Impression											X		
Exploring Business Careers				X	X	X			X	X			
Mock Interviews											X		
High School & Beyond													
Education Planning				X	X								
Exploring Options After High School		X			X	X			X				
Job Training - Where?													X
Courses for Entering					X	X							
Joe or Jane Schmoe													
Contrast and Compare		X				X							
Financial Aid							X	X					
Military Service			X	X					X				
Future Decisions	X		X	X								X	
Finding Out About Careers in Physical Education				X	X	X					X		

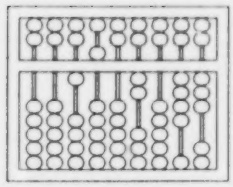
Graphics Key



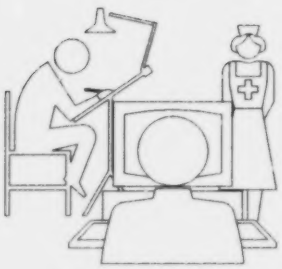
Fine Arts

Phy Ed

Science

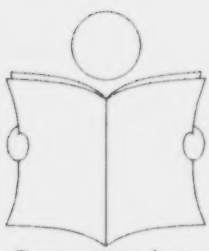


Math



Vocational Studies

Social Sciences



Language Arts

Counseling
(Career Center)

CAREER CENTER

Activity: Likes and Dislikes

Purpose of Activity:

Students become more aware of personal likes and dislikes, and those differences in others.

Materials Needed:

MICRO MCIS (Minnesota Career Information System) software program
QUEST questionnaires (optional)

Procedures:

1. Instructor introduces the goal of the unit, the importance of looking at one's own skills, abilities and preferences, and the idea of differences.

2. Using the first set of QUEST questions, instructor has students who would answer "yes" stand on one side of the room and those who would answer "no" stand on the other. For example, students who would like continuous work stand on one side and students who would not stand on the other. This activity is done quickly so that students are moving about. Every now and then, instructor pauses and has students see how the members of the "yes" and "no" groups change with each question answered.

3. A second set of questions asks for responses of "high," "medium" or "low." For this set, instructor has those who are "high"stand on one side, those "low" on the other and those "medium" across the back or front. Instructor directs the groups to link hands to develop the idea of a continuum.

4. For the purpose of this activity, instructor leaves out the question on wages but proceeds to have students group themselves on all questions of QUEST.

5. Students summarize after discussion of what has influenced their choices.

Activity: Career Inventory

Purpose of Activity:	Understand personal interests, skills, and aptitudes as they relate to broad occupational areas.
Materials Needed:	MICRO MCIS (Minnesota Career Information System) Software Program Career Interest Aptitude or Interest Tests (e.g. ASVAB, GATB, SDS, or SII)

Procedures:

1. Have students complete an interest or aptitude inventory.
2. After students have completed a career interest inventory, discuss with students "What are interests?," "How are interests different than aptitudes?," and "How do interests relate to career development and selection?"
3. Interpret career inventory results with students.
4. Have students identify and list possible career choices that fit the results from this inventory.
5. Link up occupational titles with career inventory results using the MICRO MCIS Assessment Link program.
6. Obtain information on occupational choices and discuss how they relate to individual's interests and abilities.
7. Discuss other factors considered in occupational choice? (eg: abilities, aptitudes, and life-style)

Activity: What Does It Take To Start My Own Business?

Purpose of Activity:

Students produce a list of skills they could use in running their own business and complete a self assessment of skills and personality traits needed to be self employed.

Materials Needed:

MICRO MCIS (Minnesota Career Information System) software program
MICRO SKILLS software program (optional)
"Skills Checklist" Worksheet
"Starting Your Own Business" Worksheet

Procedures:

Part I

1. Discuss self-employment. Ask if anyone in class in self-employed. What about baby-sitting, yard work, delivering newspapers, shoveling snow, cutting firewood? It is likely someone in the class is or has been self-employed.
2. Have them describe the advantages and disadvantages. Students may take the "Entrepreneur Quiz" in MCIS. Brainstorm on the board a list of differences about self-employment versus working for others: Independent, no supervisor, set own hours, find work yourself, no benefits, total responsibility. Identify the advantages and disadvantages.
3. Brainstorm some self-employment opportunities. Ask about parents who may be self-employed. Examples: Retail business owner, musician, actor, consultant, artist, writer, contractor, repairer, counselor, lawyer, doctor.
4. Divide the class into small groups. Have each student answer the question: "If I were self-employed, I would work as _____."
5. Distribute "Skills Checklist" to each student. Have them write the name of this self-employed career at the top of the first blank column. Have them write "I have" at the top of the second column, and "How I could get" at the top of the third.
6. Have small groups review each skill together. If it applies to a student's self-employed career, they check the first column. If it also is a skill the student already has, they check the second column. If the first column is checked and the second blank, the student must complete the third column — how they could acquire that skill. Have volunteers read a list of all the skills which fit the career they identified.

What Does It Take To Start My Own Business? (cont.)

Part II

1. Distribute "Starting Your Own Business" handout and have students complete the checklist. It could be scored as follows to provide a score on a 100-point scale:

   11 points for each first sentence (99 possible)
   6 points for each second sentence
   1 point for each third sentence

2. Now have students share some of the businesses they identified on the Skills Checklist in Part I. Group those businesses according to the categories in "Where Do you Get Your Business Idea." Help students generate additional possibilities.

3. Divide the class into groups. Have each student select a business — they can keep the one they chose before or switch — and write the name of it next to the question, "What Skills Will I Need as an Entrepreneur?"

4. Have students identify the business chosen to other group members.

5. Have groups go through the skills one at a time, with students alternating reading them out loud. For each skill, group helps each student decide how crucial that skill is to the business selected. Put an "A" if the skill would be required at a high level, a "B" if it would be required at a medium level, and a "C" if it would be required at a low level.

6. Have students compare the "A"skills with the ones they previously identified on the Skills Checklist. Have students put another A — (AA) — next to any skill found in both places.

7. Solicit volunteers to share with class.

8. Note all the skills specific to the business itself.

9. Go back through the checklist and evaluate each question as a cost or benefit. Examine time, money, stress, etc.

Skills Checklist

Ability to learn	_____	_____	_____
Analyzing	_____	_____	_____
Arithmetic	_____	_____	_____
Art	_____	_____	_____
Biology	_____	_____	_____
Building things	_____	_____	_____
Caring for animals	_____	_____	_____
Chemistry	_____	_____	_____
Coaching	_____	_____	_____
Compromising	_____	_____	_____
Computers	_____	_____	_____
Cooking	_____	_____	_____
Cooperating	_____	_____	_____
Counseling	_____	_____	_____
Craftwork	_____	_____	_____
Creative thinking	_____	_____	_____
Dancing	_____	_____	_____
Debating	_____	_____	_____
Designing	_____	_____	_____
Drawing	_____	_____	_____
Driving	_____	_____	_____
Editing	_____	_____	_____
Entertaining	_____	_____	_____
Evaluating	_____	_____	_____
Explaining	_____	_____	_____
Eye-hand coordination	_____	_____	_____
Figuring things out	_____	_____	_____
Filing	_____	_____	_____
Finding mistakes	_____	_____	_____
Finger dexterity	_____	_____	_____
Fixing things	_____	_____	_____
Flexibility	_____	_____	_____

Following directions	_____	_____	_____
Foreign languages	_____	_____	_____
Gardening	_____	_____	_____
Getting along	_____	_____	_____
Goal-Setting	_____	_____	_____
Handling emergencies	_____	_____	_____
Handling stress	_____	_____	_____
Helping others	_____	_____	_____
History	_____	_____	_____
Imagining	_____	_____	_____
Improvising	_____	_____	_____
Installing something	_____	_____	_____
Interviewing	_____	_____	_____
Inventing	_____	_____	_____
Judging	_____	_____	_____
Keeping records	_____	_____	_____
Leadership	_____	_____	_____
Listening	_____	_____	_____
Making things	_____	_____	_____
Managing people	_____	_____	_____
Managing money	_____	_____	_____
Manual dexterity	_____	_____	_____
Math (algebra & up)	_____	_____	_____
Motivating others	_____	_____	_____
Music	_____	_____	_____
Negotiating	_____	_____	_____
Observing	_____	_____	_____
Open-minded	_____	_____	_____
Organizing	_____	_____	_____
Performing	_____	_____	_____
Persuading	_____	_____	_____
Physics	_____	_____	_____
Planning	_____	_____	_____

Problem-solving	_____	_____	_____
Proofreading	_____	_____	_____
Putting things together	_____	_____	_____
Quality work	_____	_____	_____
Reading	_____	_____	_____
Reliability	_____	_____	_____
Remembering	_____	_____	_____
Researching	_____	_____	_____
Responding to others	_____	_____	_____
Risk-taking	_____	_____	_____
Scheduling	_____	_____	_____
Self-esteem	_____	_____	_____
Selling	_____	_____	_____
Sewing	_____	_____	_____
Sharing	_____	_____	_____
Sorting	_____	_____	_____
Sports	_____	_____	_____
Starting tasks alone	_____	_____	_____
Sticking to a task	_____	_____	_____
Studying	_____	_____	_____
Supervising	_____	_____	_____
Taking charge	_____	_____	_____
Teaching	_____	_____	_____
Teamwork	_____	_____	_____
Thinking	_____	_____	_____
Tools, machines	_____	_____	_____
Traveling	_____	_____	_____
Trouble-shooting	_____	_____	_____
Typing	_____	_____	_____
Understanding others	_____	_____	_____
Working hard	_____	_____	_____
Writing	_____	_____	_____

Starting Your Own Business - A Quick Self-Assessment Checklist

Here are some questions to help you think through what you need to know and do. Under each question, check the answer that says what you feel, or comes closest to it. Be honest with yourself.

Are you a self-starter?

_____ I do things on my own. Nobody has to tell me to get going.

_____ If someone gets me started, I keep going all right.

_____ Easy does it. I do not put myself out until I have to.

How do you feel about other people?

_____ I like people. I can get along with just about everybody.

_____ I have plenty of friends. I do not need anyone else.

_____ Most people irritate me.

Can you lead others?

_____ I can get most people to go along when I start something.

_____ I can give orders if someone tells me what we should do.

_____ I let someone else get things moving, then I go along if I feel like it.

Can you take responsibility?

_____ I like to take charge of things and see them through.

_____ I will take over if I have to, but I would rather let someone else be responsible.

_____ There is always some eager beaver around wanting to show how smart he or she is. I say let him or her.

How good a worker are you?

_____ I can keep going as long as I need to. I do not mind working hard for something I want.

_____ I will work hard for awhile, but when I have had enough, that is it.

_____ I cannot see that hard work gets you anywhere.

Can you make decisions comfortably?

_____ I can make up my mind in a hurry if I have to. It usually turns out OK, too.

_____ I can make up my mind if I have plenty of time. If I have to make decisions quickly, I think later that it should have been decided another way.

_____ I do not like to be the one who has to decide things.

Can people trust what you say?

_____ You bet they can. I do not say things I do not mean.

_____ I try to be on the level most of the time, but sometimes I just say what is easiest.

_____ Why bother if the other fellow does not know the difference?

Can you stick with it?

_____ If I make up my mind to do something, I do not let anything stop me.

_____ I usually finish what I start - if it goes well.

_____ If things do not go right from the start, I quit. Why beat your brains out?

How good is your health?

_____ I never run down.

_____ I have enough energy for most of the things I want to do.

_____ I run out of energy sooner, it seems, than most of my friends.

Now count the checks you have made. How many checks are there beside the first answer to each question? The second answer to each question? The third answer to each question?

If most of your checks are beside the first answer, you probably have what it takes to run a business. If not, you are likely to have more trouble than you can handle by yourself. Better find a partner who is strong on the points in which you are weak. If many checks are beside the third answer, not even a good business partner will be able to shore you up.

What Skills Will I Need as an Entrepreneur?

- **Developing a business plan.** This is a proposal that describes your business and serves as a guide to manage your business. Most often, the business plan is important if you need to borrow money or want people to invest in your business.
- **Obtaining technical assistance.** Getting help from experienced people and specialized agencies can give entrepreneurs added knowledge and skill to make decisions.
- **Choosing the type of ownership.** How a business is organized legally depends on how it is owned. If one person owns it, it is a sole proprietorship. If more than one share in owning-managing the business, it is a partnership. A corporation is chartered by the state and operates as a legal entity separate from its owners.
- **Planning the market strategy.** This is a business tool to help plan and coordinate all of the activities involved in the exchange of goods and services between producers and consumers.
- **Locating the business.** This is a very important decision that can "make" or "break" a new business. The small business owner must select the "right" site for the business.

- **Financing the business.** It may be necessary to know where to go to borrow the money needed to start your business and keep it going.
- **Dealing with legal issues.** The entrepreneur deals with a variety of legal questions. He or she needs to know when to seek advice and where to get this advice.
- **Complying with government regulations.** Government laws exist to protect everyone involved in business - the citizens who work for the business, consumers, business owners, and even the environment. Regulations concerning small business operation are made on the federal, state, county, and local levels.
- **Managing the business.** Good management is the key to success. Managers must plan the work of the business, organize people and resources for work, staff the business, direct employees, and control and evaluate work.
- **Managing human resources.** This involves working with people so they will be good employees. Human resource management involves planning, organizing, directing, and evaluating all the activities that directly involve employees and promote their productivity.
- **Promoting the business.** Informing consumers about the products and services of a business to help them make a good purchase decision is the purpose of promotion.
- **Managing sales efforts.** It is very important to use good selling principles to attract new customers as well as to continue to serve old customers. If a firm cannot sell its products or services, it will not make a profit and the business will fail.
- **Keeping the business records**. Keeping business records is a form of score keeping. Small business owners/managers can know the current score of their business with accurate and up-to-date records.
- **Managing the finances.** This is needed for a business to grow and earn profits. Financial management tasks include reading and analyzing financial statements and then using this information to determine the strengths and weaknesses of the firm. Financial statements give information needed to plan and take necessary corrective action.
- **Managing customer credit and collection.** Owners of small businesses often must extend credit to customers so that sales will not be lost. At the same time, they must avoid ending up with long overdue accounts that can tie up capital and increase collection costs. Customer credit is given to those people whose financial backgrounds have been checked for payment of obligations. Collections refers to the method or schedule used for payment.
- **Protecting the business.** It is necessary to identify the risks faced by entrepreneurs by business crime or property loss. In addition, precautions such as insurance should be taken so that small firm can lessen its losses due to risks.

Where Do You Get Your Business Idea?

What comes to mind when you think about an idea? Is it a light bulb overhead? Ideas can come from thinking there must be a better way. Business ideas also may develop from the following:

- **Service needed by others**. You may have developed skills or have an interest in an activity that someone would gladly pay you to do for them. For example, many people feel it is necessary to see a hairstylist. A student who loves dogs could take care of the pets of families that go on vacation.
- **Entertainment.** Providing entertainment as a clown at children's birthday parties could become a business. Someone who enjoys singing might put together an act for a popular restaurant. Or what about offering and entertaining cooking class that people attend to have fun and learn?
- **Marketing the products of others**. Students who always enjoyed selling magazines or Girl Scout cookies might consider a business in which they promote and sell someone else's products or services. An individual could market Black & Decker tools or gourmet cooking equipment as an entrepreneurial enterprise.
- **Repair services**. Many people need the services of an electrician or auto repair person after all the shops and offices are closed. An enterprising person may choose to start a business that operates during off-hours. An entrepreneur might develop a pickup and delivery service for customers who need something repaired, but have difficulty getting to a repair shop except during "regular" business hours.
- **New inventions.** A student tired of using a certain shop tool because it is slow may invent a new tool that is more effective and quicker to use. A business could develop from that idea. An entrepreneur may take everyday articles such as scissors, knives, and even a wrench and convert them for use by left-handed people. Marketing products to this population could become a business.
- **Extension of hobbies.** A home economics student who has a hobby of buying silk scraps and making men's and women's ties and scarves may find there is huge demand for such products. A food-services student who always seems to be a short-order cook at home may decide to develop a business out of this hobby.
- **Interests.** An agriculture student who has an interest in plants and reads all he or she can about plant diseases may start a business as a plant doctor. In addition, an aerobics exercise enthusiast may choose to start aerobics exercise classes for other people interested in getting in shape.
- **Product improvement.** An agriculture student who loves birds may discover that the usual manufactured birdseed does not attract as large a variety of birds as does the feed he or she mixes. Perhaps a gourmet feed business will be born. Who knows?
- **New technologies.** A business education student who develops skill in computer uses may decide to open a word-processing service or develop computer software with a computer at home.

Activity: Occupational Research Paper

Purpose of Activity: Students complete a occupational research paper.

Materials Needed:

MICRO MCIS (Minnesota Career Information System) software program or publications such as:
Vocational Biographies
Minnesota Occupational Information
Occupational Outlook Handbook
"Occupational Research Paper" Worksheet

Procedures:

1. Individual selects one occupation to do occupational research. (Quest program may be helpful if student is unsure of occupation to research).

2. Students discuss what kinds of information they would like to have about an occupation to see if it would really be of interest.

3. Instructor presents the steps for getting information about an occupation using the MCIS Computer Command Chart and the relevant pages in the User's Handbook.

4. Have students complete a research paper on their selected occupation using the outline and materials made available.

5. MCIS Information Sources:

   Cluster number - check first two digits of four-digit occupation
   Duties - from DESC file
   Skills - from PREP file or possibly MICRO SKILLS software program
   High School Courses - from PREP file for the cluster (PREP and first digits of occupation number)
   Schools: from PROG file
   Aptitudes - from DESC file
   Demand - from DESC file
   Hours - from DESC file
   Hazards - from DESC file, if known
   Organizations - from DESC file, if required
   Firms - get leads from statements about major types of employers in DESC file

Occupational Research Paper Worksheet

Complete the blanks or underline either Yes or No. Use additional pages if necessary.

Cluster in which the occupation is found _____

Name of the particular occupation _____

Related Occupations (titles):

a. _____

b. _____

c. _____

Duties of the job (List minimum of five duties):

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

Skills needed for the job (Typing, Cooking, Writing, etc)

1. _____

2. _____

3. _____

4. _____

5. _____

Occupational Research Paper Worksheet (cont.)

What courses in high school would help you prepare for this job?

1. _____ 4. _____
2. _____ 5. _____
3. _____ 6. _____

What schools offer training for this job?

1. _____ 4. _____
2. _____ 5. _____
3. _____ 6. _____

Aptitudes needed for the job (List minimum of five.)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Occupational Research Paper Worksheet (cont.)

Outlook for workers in this job:

Are additional workers needed now in this occupation?

Yes or No

Will still more workers be needed in the future?

Yes or No

Do you consider changes for employment in this field bright, stable, or non existent? (Underline the one which applies and describe briefly.)

_____

_____

_____

_____

Earnings:

Beginning wage (Indicate per hour, per week, or per year) _____

Is this salary adequate for your needs? _____

Other Benefits:

1. _____

2. _____

3. _____

Occupational Research Paper Worksheet (cont.)

Hours of Work

How many hours on the average would one work in this job?

1. Daily _____

2. Weekly _____

Is the employment seasonal in nature?

Yes or No

Health and Safety:

Are there health hazards involved?

Yes or No

If yes, what kind?

_____

_____

_____

Employee Organizations of a full-time worker:

Would you be expected to join a union or other employee organization?

Yes or No

Firms in our community where this type of work would be available.
(List a minimum of three.) Name and address. Be specific.

1. _____

2. _____

3. _____

4. _____

5. _____

Occupational Research Paper Worksheet (cont.)

Sources of information used to make this study. (List a minimum of three)

1. Title _____
   Publisher _____
   Date Published _____

2. Title _____
   Publisher _____
   Date Published _____

3. Title _____
   Publisher _____
   Date Published _____

Additional Sources

1. _____

2. _____

How does this job interest you?

Appealing _____
Disappointing _____
No Interest _____

Why? Be specific

_____

_____

_____

Activity: Occupational Visits/Shadow Day

Purpose of Activity:

To identify requirements for a specific job

Materials Needed:

MICRO MCIS (Minnesota Career Information System) software program
"Career Search" Worksheet
"Questions for an Occupational Visit" Handout
Chamber of Commerce Membership List
Telephone Directory - Yellow Pages
Newspaper Want Ads

Procedures:

1. Have students complete QUEST, and obtain appropriate occupational list at beginning of activity.

   A. Ask students to choose at least two occupations to examine closely; obtain OCC file and PROG file information on these occupations.

   B. Have students become familiar with information on these printouts.

2. Distribute worksheets "Career Search" for students to follow, and to complete.

   A. Have students thoroughly prepare before interview in order to avoid embarrassment. Students who are conducting information interviews will want to study "Questions for an Occupational Visit" and information in the MCIS Job Search file.

   B. Direct students in role playing to simulate an interview.

3. Have students conduct on-site visits/interviews.

Note: Interview experience may be for the purpose of trying to obtain an actual job/or to explore possible future employment. This purpose should be determined prior to the interviews.

Career Search Worksheet

Directions: This check sheet is designed to direct the use of the printout(s) you receive as you use MCIS. Please check off the categories as they are completed.

_____ 1. Become familiar with the information on your printout(s)

_____ 2. Share printout(s) with your parents/guardians

_____ 3. Identify people in the community who work in these careers and who you would like to shadow. List names of employer(s) and resource people related to the occupation on your printout(s) and their location (refer to Chamber of Commerce membership list, Yellow Pages, newspaper want ads for leads).

_____ 4. Obtain permission from the workers, school and parent/guardian for a time to shadow them.

_____ 5. Report "shadowing experience" back to the class. Continue your occupational investigation by arranging for interviews with at least two of the people listed above; prepare for these interviews by becoming familiar with information available regarding "Job Search Skills" in the MCIS program and by studying "Questions for an Occupational Visit."

Purpose of interview:

_____ seek immediate employment

_____ general information

_____ other (specify)

Comment on your interviews in this space provided:

Questions For An Occupational Interview

You may want to visit someone and talk about a particular job. You may also be able to see where the person works. Most people like to talk about their work; so you do not need to be nervous about contacting someone.

Before you go for the visit, you should become generally familiar with the occupation. The Occupational information in MCIS or other material will help you.

The following are some questions which are often used in occupational interviews:

1. What is you job like?
   A typical day? What do you do?
   What kinds of problems do you deal with?
   What kinds of decisions do you make?

2. What are the most important personal satisfactions and dissatisfactions connected with your occupation.

3. What social obligations go along with a job in your occupation?
   Are there organizations you are expected to join?
   Are there other things you are expected to do outside of work hours?

4. What things did you do before you entered this occupation?
   Which have been most helpful?
   What other jobs can you get with the same background?

5. What sorts of changes are occurring in your occupation?
   Will you need more training? If so, how will you get that training?

6. How does a person progress in your field?
   What is the best way to enter this occupation?
   What are the advancement opportunities?
   What are the major qualifications for success in this particular occupation?

7. What type of educational training did you have for this occupation?

8. What advice would you give me as I begin my career search and preparation.
   If you had your educational years to live over again, what would you do differently?

If you decide to follow this occupation, you should remember that every job, even in the same field, is slightly different.

Activity: The Skills Employers Want

Purpose of Activity:

Students learn about the skills most in demand and brainstorm school subjects connected to those skills.

Materials Needed:

"Workplace Basics: A Checklist" Worksheet
MICRO SKILLS software program (optional)

Procedures:

1. Ask students what they think employers want most in a employee. Brainstorm a list on the board.

2. Have students rank the skills listed. Students likely will list experience and dependability at the top. If applicable, tell them you have a surprise — they've missed some of the top ones and have listed ones that aren't on the list!

3. Distribute the "Workplace Basics: A Checklist." Go over each one and discuss what they mean. For each, ask, "Who has this skill?" Call on students to describe what they have done to demonstrate they have the skill. Have each student list answers on the handout.

4. Divide the class into small groups. Have them brainstorm and list on the handout school subjects which could help them acquire each of the seven skill categories.

5. Have small groups share. Make a master list and post it.

6. (Optional) Students can use the MICRO SKILLS software program to identify transferable skills.

School Courses

Agriculture

__ Agricultural Management
__ Agricultural Production (Farming)
__ Animal Science or Husbandry
__ Forestry
__ Horticulture
__ Landscaping

Art

__ Commercial Art
__ Drawing
__ Interior Decorating
__ Painting
__ Sculpture

Business Administration and Finance

__ Accounting
__ Business Administration
__ Business Finance
__ Business Law
__ Business Math
__ Economics

Distributive Education

__ Marketing or Merchandising
__ Sales

Driver Education

__ Driver Education

Health

__ First Aid
__ Health Education
__ Medical or Dental Technology
__ Nursing Care

Home Economics

__ Child Care
__ Clothing and Textiles
__ Cosmetology (Beauty Care)
__ Fashion Design
__ Food Management
__ Food Preparation (Cooking, Baking)
__ Food Services
__ Hand Sewing and Tailoring
__ Home or Institutional Management
__ Machine Sewing

Language Arts

__ Communications
__ English Language Skills
__ Foreign Languages
__ Journalism
__ Literature
__ Speech

Mathematics

__ Advanced Math or Calculus
__ Algebra
__ Arithmetic or Basic Math
__ Computer Programming
__ Geometry
__ Statistics
__ Trigonometry

Music

__ Instrumental Music
__ Vocal Music

School Courses (cont.)

Office Procedures

__ Bookkeeping
__ Data Processing
__ General Clerical Training
__ Office Machines
__ Office Practices
__ Stenography
__ Typing

Physical Education

__ Physical Education

Science

__ Biology
__ Chemistry
__ Earth or Space Science
__ General Science
__ Physics
__ Physiology
__ Zoology

Shop and Crafts

__ Auto Body Repair
__ Auto Mechanics
__ Blueprint Reading
__ Carpentry or Woodworking
__ Electricity
__ Graphic Arts
__ Heating, Air Conditioning, and Refrigeration
__ Machine Shop
__ Metalworking
__ Photography
__ Plumbing
__ Print Shop
__ Radio and TV Repair
__ Shop Math
__ Small Appliance Repair
__ Small Engine Repair
__ Upholstering
__ Welding

Social Studies

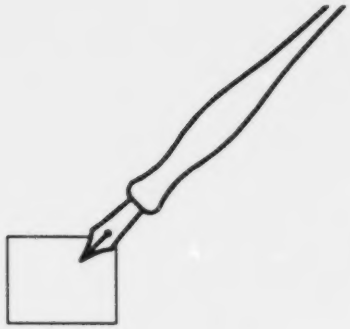
__ Geography
__ Government or Political Science
__ History
__ Psychology
__ Sociology

Technical Studies

__ Drafting
__ Electronics
__ Mechanical Drawing
__ Surveying

Theatre Arts

__ Dance
__ Drama
__ Stage Craft



Workplace Basics: A Checklist

Learning to Learn

3 R's (Reading, Writing, Computation)

Communication: Listening &
Oral Communication

Self-Esteem/Goal Setting-Motivation/
Personal & Career Development

Interpersonal/Negotiation/Teamwork

Organizational Effectiveness/Leadership

Activity: Job Interview Simulation

Purpose of Activity:

Students experience a simulated job interview and rate other students on their interview performance

Materials Needed:

MICRO MCIS (Minnesota Career Information System) software program or *Minnesota Occupational Information*
"50 Questions Employers Ask in Job Interviews" Handout
"Assertive Interview Score Sheet" Handout

Procedures:

1. In small groups read through tips on interviewing from MCIS JOB SEARCH Program. Discuss "50 Questions" handout and job interview experiences of participants.

2. Instructions: All persons will get chance to interview. Interviews will be timed (5-10 minutes works best). Interview subjects are to answer all questions truthfully.

3. Divide participants into groups of 4 (3 or 5 also okay). Arrange chairs so 1 is facing a "panel" of 3.

4. Ask for a volunteer from each group to be the first job applicant. All applicants go to far side of room. Seat panelists.

5. Job applicant approaches panel, introduces self, identifies job applying for.

6. Panelists take turns asking questions from handout.

7. When time is up, applicants immediately return to far side of room. Panelists have 2 minutes to score applicant on Score Sheet handout.

8. One panelist takes completed Score Sheet to applicant. That panelist stays on far side of room and becomes next job applicant. First applicant joins panel. Next interview begins. Keep rotating until all have been interviewed.

9. Groups of 4 discuss and explain results. Then have large group discussion.

Fifty Questions Asked By Employers During the Interview

1. What are your long-range and short-range goals and objectives, when and why did you establish these goals, and how are you preparing yourself to achieve them?
2. What specific goals, other than those related to your occupation, have you established for yourself for the next ten years?
3. What do you see yourself doing five years from now?
4. What do you really want to do in life?
5. What are your long-range career objectives?
6. How do you plan to achieve your career goals?
7. What are the most important rewards you expect in your career?
8. What do you expect to be earning in five years?
9. Why did you choose the career for which you are preparing?
10. Which is more important to you, the money or the type of job?
11. What do you consider to be your greatest strengths and weaknesses?
12. How would you describe yourself?
13. How do you think a friend or instructor who knows you well would describe you?
14. What motivates you to put forth your greatest effort?
15. How have your experiences prepared you for working here?
16. Why should I hire you?
17. What qualifications do you have that make you think that you will be successful in this field?
18. How do you determine or evaluate success?
19. What do you think it takes to be successful in a company like ours?
20. In what ways do you think you can make a contribution to our company?

Fifty Questions Asked By Employers During the Interview (cont.)

21. What qualities should a successful ____ possess?
22. Describe the relationship that should exist between a supervisor and those reporting to that supervisor.
23. What two or three accomplishments have given you the most satisfaction?
24. Describe your most rewarding experience in school.
25. If you were hiring someone for this position, what qualities would you look for?
26. Why did you select this occupation?
27. Why did you select the training program you did?
28. What school subjects did you like best? Why?
29. What school subjects did you like least? Why?
30. If you could do so, how would you plan your education and training differently?
31. What changes would you make in your high school? Why?
32. Do you have plans to continue your education is some way? What are they?
33. Do you think that your grades are a good indication of your capabilities?
34. What have you learned from your hobbies, interests and outside activities?
35. In what kind of a work environment are you most comfortable?
36. How do you work under pressure?
37. Which of your past jobs have you found most interesting? Why?
38. How would you describe the ideal job for you right now?
39. How did you decide to seek a position with this company?
40. What do you know about our company?

Fifty Questions Asked By Employers During the Interview (cont.)

41. What two or three things are most important to you in your job?

42. Do you prefer a company of a certain size? Why?

43. What criteria are you using to evaluate the company for which you hope to work?

44. Do you have a geographical preference? Why?

45. Will you relocate? Does relocation bother you?

46. Are you willing to travel?

47. Are you willing to spend at least six months as a trainee?

48. What questions would you like to ask?

49. What major problem have you encountered and how did you deal with it?

50. What have you learned from your mistakes?

Assertive Interview Score Sheet

Did the person...

1. Know about the type of work they were applying for? (0-10) _____

2. Know about the specific employer and the job opening? (0-10) _____

3. Show that they are really interested in the job? (0-10) _____

4. Give complete and interesting answers to questions — more than yes or no? (0-10) _____

5. Volunteer lots of information about themselves — background, work history, education, goals, etc. (0-20) _____

6. Ask good questions of the interviewers about the employer and the job? (0-10) _____

7. Make eye contact (0-5) _____

   Have good posture (0-5) _____

   Speak clearly (0-5) _____

   Smile and use facial expressions (0-5) _____

   Answer quickly and easily (0-5) _____

   Say something especially interesting (0-5) _____

   TOTAL (0-100) _____

Activity: Educational Planning

Purpose of Activity:

Participants review training choices for specific careers and select the most appropriate pathway.

Materials Needed:

MICRO MCIS (Minnesota Career Information System) software program
"Career Training" Handouts
"Post-High School Training Comparisons" Worksheet (from Activity: "Job Training - Where?")
Note: Have students first complete Activity: "Job Training After High School."

Procedures:

1. Have students identify a career choice.

2. Divide students into small groups. Students run OCC and PROG descriptions on MCIS or distribute one set of Career Training to each group and have groups help each student identify all the ways career training could be obtained.

3. Distribute "Post-High School Training Comparisons," which already has been completed, and also a blank of this form. Have students copy from the completed form only the lines which could apply to the career they have selected, based on what they found in their review of Career Training and with help from the group.

4. At the bottom of the form, under the last line, have students identify their preference for time spent, cost, depth of training, and flexibility of training.

5. Have students compare options and identify the one which fits them best. This may include delaying education to pursue immediate job opportunities.

6. Have students share with their groups.

Agribusiness - Natural Resources

4 Year College

Agricultural Economist
Agricultural Engineer
Agricultural Extension Agent
Agricultural Scientist
Agronomist
Cooperative Extension Service Worker
Farm Manager
Fish and Wildlife Specialist
Forester
Horticulturist (Agri. Scientist)
Horticulturist (Ornamental)
Landscape Architect
Mining Engineer
Naturalist
Oceanographer
Petroleum Engineer
Range Manager
Soil Conservationist - Forester
Soil Conservationist - Range Manager

Community College

Cooperative Extension Service Worker
Farm Implement Repairer
Farm Manager
Floriculturist
Forestry Technician
Fruit Producer
Groundskeeper
Landscape and Nursery Manager
Livestock Farmer
Ornamental Horticulturist
Park Ranger
Turf Manager

Private Vocational

Blacksmith
Landscape
Ornamental Horticulturist (Fancy Plants)

Skills Center

Farm Implement Repairer
Farm Manager
Farm Worker
Floral Arranger
Greenhouse Worker

O.J.T.

Farm Manager
Farm Owner-Operator
Farm Worker
Fish and Game Warden
Florist
Forester Aide
Forestry Technician
Gardener
Greenhouse Work
Groundskeeper
Landscape Gardener
Landscape Laborer
Logger
Miner
Oil and Gas Drilling Production Worker
Park and Groundskeeper
Tree Surgeon

Communications and Media

4 Year College

Advertising Agent
Advertising Copywriter
Architect
Art Director
Commercial Artist
Copy writer
Editor
Industrial Designer
Illustrator
Interior Designer
Journalist
Landscape Architect
Lithographer
Medical and Biological Illustrator
Photo Engraver
Photographer
Radio & TV Announcer
Reporter
Technical Writer

Community College

Architectural Drafting
Bindery Worker
Commercial Artist
Compositor Typesetter
Drafter
Industrial Designer
Photo Engraver
Photographer
Photographic Machine Operator
Photo Process Worker
Printing Press Operator
Sign Painter
Technical Illustrator
Technical Writer

Private Vocational

Advertising Agent
Airbrush Painter
Architectural Drafter
Commercial Artist
Drafter
Industrial Designer
Interior Designer
Painter
Photographer
Technical Illustrator

Skills Center

Art Specialist
Compositor and Typesetter
Disc Jockey
Duplicator Operator
Industrial Photographer
Keyline Artist
Layout Artist
Paste-up Artist
Photo Journalist
Photo Process Worker
Printing Press Operator Assistant
Radio Producer
Sign Painter
Studio/Family Photographer
Television Producer

O.J.T.

Book Bindery Worker
Commercial Art Assistant
Compositor and Typesetter
Copyreader and Proofreader
Photographic Assistant
Photo Process Worker
Sign Painter Assistant

Construction

4 Year College

Builder-Building Contractor
Building Construction Manager
Building Trades Instructor
Civil Engineer

Community College

Brick Layer
Builder-Building Contractor
Building Maintenance Worker
Cabinet Maker
Carpenter
Painter
Paper Hanger
Pipefitter
Plasterer
Plumber
Tool Room Clerk

Private Vocational

Brick Layer
Brick Mason
Builder
Cabinet Maker
Carpenter
Cement Mason
Construction Estimator
Crane, Derrick & Hoist Operator
Electrician
Heavy Equipment Operator
Painter
Pipefitter
Plasterer
Plumber
Roofer
Tile Setter
Upholsterer

Skills Center

Construction Laborer
Mason's Helper
Rough Carpenter
Trim Carpenter Assistant

O.J.T.

Brick Mason
Carpenter
Cement Finisher
Construction Laborer
Drywall Installer
Floor Layer
Furniture and Wood Finisher
Glazier
Heavy Equipment Operator
Mason's Assistant
Mobile Home Install & Repair
Painter
Paper Hanger Assistant
Plastering Assistant
Plumbing Assistant
Roofer
Rough Carpenter
Sawyer
Tile Setter
Upholsterer

Market and Distributive Education

4 Year College

Account Executive
Advertising Agent
Advertising Copywriter
Automobile Sales Person
Buyer
Claims Adjuster
Claims Examiner
Cook/Chef
Distributive Education Teacher
Food Technologist
Home Economist
Hotel Manager
Industrial Sales Person
Industrial Traffic Manager
Insurance Adjuster
Insurance Agent
Inspector
Lobbyist
Manufacturers Representative
Market Research Analyst
Merchandise Displayer
Public Relations Specialist
Purchasing Agent
Real Estate Agent
Real Estate Appraiser
Restaurant/Food Service Manager
Retail Sales Manager
Stockbroker
Travel Agent
Underwriter
Wholesale Sales Manager
Wholesale Sales Representative

Community College

Assistant Buyer
Automobile Sales Person
Building Manager
Cashier
Cook

Community College (cont.)

Department Manager
Flight Attendant
Food and Beverage Manager
Hotel manager
Industrial Traffic Manager
Insurance Adjuster
Insurance Agent
Merchandise Displayer
Real Estate Agent
Real Estate Broker
Restaurant Management
Retail Store Manager
Sales Clerk
Sales Manager
Stock Clerk
Ticket Agent
Travel Agent
Wholesale Sales Representative

Private Vocational

Auctioneer
Baker
Bartender
Cook/Chef
Dispensing Optician
Fashion Merchandising
Flight Attendant
Hotel-Motel Manager
Insurance Agent
Meat Cutter
Model
Real Estate Agent
Real Estate Appraiser
Sales Person
Stock Broker
Travel Agent

Market and Distributive Education (cont.)

Skills Center

Bagger and Carry Out Person
Baker Assistant
Cashier
Cook Counter Person
Dishwasher
Host/Hostess
Inventory Control Person
Kitchen Helper
Merchandise Displayer
Purchasing Agent
Retail Sales Agent
Retail Sales Clerk
Shipping and Receiving Clerk
Stock Clerk
Stock Handler
Waiter/Waitress

O.J.T.

Bagger
Baker Assistant
Bartender
Cashier-Checker
Cook Assistant
Counter Clerk
Dishwasher
Dispensing Optician
Door-to-Door Sales Person
Food Counter Worker
Food Preparation Worker
Freight and Material Handler
Host/Hostess
Hotel Clerk
Inventory Clerk
Kitchen Helper
Longshore Worker/Stevedore
Meat Cutter
Meat Wrapper
Merchandise Displayer

O.J.T. (cont.)

Model Packer and Wrapper
Parts Counter Worker
Retail Sales Agent
Retail Sales Clerk
Service Station Attendant
Shipping and Receiving Clerk
Short Order Cook
Stock Clerk
Stock Handler
Survey Worker
Telephone Sales Person
Ticket Agent
Waitress/Waiter
Waitress/Waiter Assistant
Weigher

Business and Office

4 Year College

Accountant
Actuary
Administrative Assistant
Archivist and Curator
Assessor
Auditor
Business Education Teacher
Business Manager
Claims Adjuster
Clerical Supervisor
Computer Operator
Computer Programmer
Computer Systems Analyst
Controller
Court Reporter
C.P.A. - Certified Public Accountant
Economist
Executive Secretary
Financial Institution Manager
Health Administrator
Lawyer
Loan Officer
Medical Records Administrator
Nursing Home Administrator
Personnel Manager
Program Analyst
Public Accountant
Public Administrator
Statistician
Underwriter

Community College

Accounting Clerk
Administrative Assistant
Bank Teller
Bill and Account Collector
Billing Clerk
Bookkeeping and Billing Machine Operator
Computer Operator

Community College (Cont.)

Computer Programmer
Court Reporter
Data Entry Person
Dental Assistant
Executive Secretary
Insurance Adjuster
Keypunch Operator
Legal Secretary
Loan Officer
Management Trainee
Medical Records Technician
Medical Secretary
Para Legal Assistant
Payroll Clerk
Secretary
Statistical Clerk
Stenographer
Typist
Word Processor

Private Vocational

Accounting Clerk
Administrative Assistant
Bookkeeper
Clerk Typist
Computer Programming
Court Reporter
Data Entry Person
Executive Secretary
General Clerk
Key Punch Operator
Legal Secretary
Medical Secretary
Receptionist
Secretary
Typist
Work Processor

Business and Office (cont.)

Skills Center	O.J.T.
Accounting Clerk	Bank Teller
Bank Teller	Bill and Account Collector
Billing Clerk	Billing Clerk
Bookkeeper	Clerk-Typist (with typing skills -45 w.p.m.)
Clerk-Typist	Copy Readers Proofreader
Computer Operator	Duplicating Machine Operator
Computer Programmer	File Clerk
Data Entry Person	General Clerk
File Clerk	Mail Clerk
General Office Clerk	Office Machine Operator
Mail Clerk	Postal Clerk
Medical Secretary	Receptionist
Payroll Accounting Clerk	Stock Person
Receptionist	Switchboard Operator
Secretary	Telephone operator
Word Processor	

Fine Arts and Humanities

4 Year College

Actor/Actress
Athlete
Author
Dancer
Historian
Musician
Painter
Philosopher
Photographer
Sculptor
Sports Professional
Theologist

Community College

Actor/Actress
Dancer
Musician
Painter
Photographer
Sculptor

Private Vocational

Dancer
Musician
Painter
Photographer
Sculptor

O.J.T.

Actor/Actress
Dancer
Musician
Painter
Photographer
Sculptor
Sports Professional
Vocalist
Writer

Health

More Than 4 Years of College

Dentist
Health Administrator
Nurse Practitioner
Nursing Supervisor
Optometrist
Osteopathic Physician
Psychiatrist
Veterinarian

4 Year College

Chiropractor
Dental Hygienist
Dietician
Health Administrator
Medical Records Personnel
Medical Technologist
Nuclear Medical Technician
Nurse Anesthetist
Nurse Practitioner
Nursing Home Administrator
Nursing Instructor
Occupational Therapist
Pharmacist
Physical Therapist
Physicians Assistant
Registered Nurse
Respiratory Therapist
Speech Pathologist
Tissue Technologist
Ultrasound Technologist
X-ray Technologist

Community College

Cardiovascular Technologist (heart)
Dental Assistant
Dental Hygienist
Dental Laboratory Technician

Community College (cont.)

Dietetic Technician (food and diet)
Emergency Medical Technician
Licensed Practical Nurse
Medical Assistant
Medical Laboratory Technician
Medical Records Technician
Medical Ward Clerk
Nuclear Medical Technician
Nuclear Medical Technologist
Nurse Aide
Nurse Assistant
Occupational Therapy Assistant
Operating Room Technician
Optical Laboratory
Optician (eyes)
Optometric Technician (eyes and glasses)
Pharmacy Technician
Physical Therapist Assistant
Radiologic Technician
Registered Nurse
Respiratory Therapist
Respiratory Therapy
Surgical Technician

Private Vocational

Medical Assistant
Medical Laboratory Technology
Medical Record Technician
Nurse Aide
Occupational Therapy Assistant
Operating Room Technician
Optometric Assistant
Physical Therapy Assistant
Practical Nurse
Radiologic Technician
Registered Nurse

Health (cont.)

Skills Center

Dietary Aide
Industrial Lab Assistant
Medical Lab Assistant
Nurse Aide
Orderly
Physical Therapy Aide

O.J.T.

Dental Assistant
Dietary Aide
Electrocardiograph Technician
Electroencephalograph Technician
Home Health Aide
Industrial Lab Assistant
Nurse Aide
Occupational Therapy Aide
Optometric Assistant (eyes)
Physical Therapy Aide
Ward Clerk

Science and Technology

4 Year College

Aeronautical and Astronaut Engineer
Agricultural Engineer
Agricultural Scientist
Anthropologist
Archeologist
Astronomer
Bacteriologist
Biochemist
Biological Scientist
Biologist
Bio-Medical Engineer
Botanist
Broadcast Engineer
Cartographer
Ceramic Engineer
Chemical Engineer
Chemist
Civil Engineer
Chemist
Civil Engineer
Computer Service Technician
Computer Technologist
Ecologist
Electrical Engineer
Entomologist
Environmental Engineer
Experimental Psychologist
Field Engineering Technologist
Geographer
Geologist
Geophysicist
Herpetologist
High Frequency Technologist
Icthyologist
Industrial Designer
Industrial Engineer
Industrial Hygientist
Inspector
Mathematician
Mechanical Engineer
Meteorologist

4 Year College (cont.)

Microbiologist
Microwave Technologist
Nuclear Engineer
Nuclear Quality Control Inspector
Oceanographer
Pathologist
Pharmacist
Physicist
Physiologist
Product Development Technologist
Quality Assurance Supervisor
Research Engineering Technologist
Robotics Technician
Sales Engineer
Senior Technical Aid
Surveyor
Urban and Regional Planner
Water Treatment Plant Chemist
Zoologist

Community College

Air Conditioning and Heating Technician
Aircraft Instrumentation Technician
Air-Traffic Controller
Alarm System Installer and Repairer
Bio-Medical Equipment Technician
Bowling Pin Machine Operator
Broadcast Technician
Building Maintenance Worker
Calibration Technician
Chemical Technician
Climate Control Mechanic
Clinical Lab Worker
Computer Technician
Electrical Technician
Electric Sign Installer Repairer
Electronics Components Reliability Technician
Electronics Technician
Household Appliance Installer and Repairer
Industrial Engineering Technician
Instrument Repairer

Science and Technology (cont.)

Community College (cont.)

Jeweler-Watchmaker
Laser Technician
Mechanical Engineering Technician
Metallurgic Technician
Missile Instrumentation Technician
Office Machine Repairer
Power Station Operator
Radio & TV Installer & Repairer
Radio Operator
Refrigeration Technician
Surveyor Helper
Technical Writer
Telephone Installer & Repairer
Utility Line Person
Vending Machine Mechanic
Water Treatment Plant Operator

Private Vocational

Architectural Engineering Technician
Communications Technician
Computer Technician
Electronics Systems Technician
Production Test Technician
Radio Broadcast Technician
Television-Radio Service Person

Skills Center

Air Conditioning
Appliance Installer
Audio Service Repairer
Cooking Equipment Repairer
Electrical and Electronic Technical Assistant
Heating Technician
Household Appliance Installer and Repairer
Laundry Equipment Repairer
Radio Service Repairer
Refrigeration Repairer
Television Service Repairer

Service

4 Year College

Activities Therapist (art, music, recreational)
Administrative Law Examiner
City Manager
Clergy
College Administrator
College Instructor
Construction Inspector
Cooperative Extension Service Worker
Court Administrator
Detective/Investigator
Dietician (health)
Director Child Care Center
Elementary Teacher
Employment Counselor
F.B.I. Agent
Foreign Service Worker
Polygraphic Examiner
Funeral Director
Halfway House Manager
Home Economist
Inspector
Interpreter
Journalist
Judge
Lawyer
Librarian
Marriage Counselor
Mortician
Parole Officer
Personnel Worker
Placement Specialist
Police
Political Scientist
Politician
Private Investigator
Probation Officer
Protective Service (child abuse)
Psychologist
Recreation Worker
School Administrator
School Counselor

4 Year College (cont.)

Secondary Teacher
Social Worker
Sociologist
Special Education Teacher
Speech and Language Pathologist and Audiologist
Substance Abuse Counselor
Vocational Education Teacher
Vocational Rehabilitation Counselor

Community College

Child Care Aide
Clergy
Corrections Officer
Custodian
Dietetic Assistant
Fire Fighter
Home & Building Interior Cleaner
Law Enforcement Officer
Legal Assistant
Library Assistant
Postmaster & Mail Supervisor
Psychiatric Aide & Technician
Recreation Worker
Religious Worker
Security Guard
Sheriff and Bailiff
Social Service Aide
Teacher Aide

Private Vocational

Barber
Blacksmith
Cosmetologist
Cosmetology Instructor
Custodian
Dog Groomer
Electrologist
Floral Designer
Manicurist
Masseur

Service (cont.)

Private Vocational (cont)
Security Guard
Tailor/Dressmaker

Skills Center

Beautician
Child Care Aide
Cosmetologist
Family Day Care Home Operator
Group Day Care Home Operator
Hair Stylist
Infant-Toddler Aide
Manicurist
Playground Aide
Teachers Aide

O.J.T.

Animal Caretaker
Bellhop and Baggage Porter
Carpet Cleaner
Child Care Aide
Clothing Presser
Cobbler (shoe repair)
Crossing Guard
Custodian Custom Clothing Maker
Dispatcher
Equipment and Vehicle Cleaner
Executive Housekeeper

O.J.T. (cont.)
Fire Fighter
Guard
House & Building Interior Cleaner
Infant-Toddler Aide
Laundry and Dry Cleaning Worker
Licensed Day Care Aide
Mail Carrier
Mail Clerk
Make-up Artist
Masseur
Messenger
Meter Reader
Parking Lot Attendant
Pest Controller
Police Postal Clerk
Refuse Collector Religious Worker
Shoe Repairer
Tailor
Teacher Aide
Upholsterer
Usher
Window Cleaner Person

Manufacturing

4 Year College

Industrial Designer
Industrial Engineer
Inspector
Machinist
Mechanical Engineer
Metallurgical Engineer
Numerical Control Tool Programmer
Paper Engineer
Production Coordinator
Welder

Community College

Arc Welder
Blacksmith
Boiler Maker
Book Binder
Combination Welder
Heat Treater
Industrial Machine Repairer
Lathe Operator
Machinist
Manufacturing Inspector
Manufacturing Painter
Metallurgical Technician
Milling Machine Operator
Millwright
Mold Maker and Core Maker
Numerical Control Machine Operator
Pattern Maker and Model Maker
Pipe Fitter
Plastics Products Mfg. Worker
Reinforcing Iron Worker
Sheet Metal Worker
Stationary Engineer
Structural Iron Worker
Tool and Die Maker
Upholsterer
Welder

Private Vocational

Elevator Constructor
High Pressure Arc Welder
Industrial Sewing Machine Operator
Lathe Operator
Locksmith
Mechanical Instrument Technician
Pipe Fitter
Tool and Die Maker
Upholsterer
Welder

Skills Center

Grinding Operator
Inspector
Lathe Operator
Machinist
Milling Machine Operator
Plastics Products Mfg. Worker
Welder

O.J.T.

Assembly Line Worker
Blacksmith
Boiler Maker
Book Binder
Boring Machine and Drill Press Operator
Bottling and Canning Machine Operator
Calendar Operator
Cement Manufacturing Worker
Earth Driller
Estimator
Forge and Hammer Operator
Furnace Operator
Furnace Tenders
Grain and Feed Miller
Grinding Machine Operator
Heat Treater

Manufacturing

O.J.T. (cont.)

Industrial Sandblaster
Industrial Sewing Machine Operator
Lathe Operator
Locksmith
Machine Oiler
Manufacturing Painter
Metal Cutting Machine Operator
Mold Maker
Paper Manufacturing Machine Operator
Pipe Fitter
Plastics Products Mfg. Worker
Polisher and Buffer
Punch & Stamping Press Operator
Riveter and Fastener
Sheet Metal Worker
Tailor
Tire Repairer

Transportation

4 Year College

Aircraft Mechanic
Aircraft Pilot
Auto Mechanic Master
Automotive Engineer
Automotive Instructor
Auto Service Advisor
Diesel Mechanic
Drivers Education Instructor
Flight Engineer
Heavy Equipment Mechanic
Service Manager

Community College

Auto Body Painter
Auto Body Repairer
Auto Mechanic
Auto Parts Clerk
Auto Service Advisor
Collision Estimator
Diesel Mechanic
Front End Mechanic
Fluid-Power Mechanic
Heavy Equipment
Railway Equipment Repairer
Service Station Manager
Small Engine/Motorcycle Mechanic
Truck Mechanic
Truck Mechanic
Tune-up Mechanic

Private Vocational

Air Conditioning Mechanic
Airplane Pilot-Licensed
Auto Body Repairer
Auto Mechanic Specialist/Auto Technician
Auto Parts Counter Person
Diesel Mechanic

Private Vocational (Cont.)

Heavy Equipment
Industrial Truck Operator
Motorcycle Mechanic
Small Engine Mechanic
Transmission Mechanic
Truck and Bus Mechanic
Truck Driver
Tune-up Mechanic

Skills Center

Auto Body Painter
Auto Body Repairer
Auto Mechanic
Auto Parts Service Clerk
Tractor Mechanic
Tune-up Mechanic

O.J.T

Auto Body Worker
Autombile Mechanic Helper
Auto Parts Service Clerk
Bus Driver
Delivery/Route Driver
Garbage Collector Driver
Glazier
Locomotive Engineer
Merchant Marine Officer
Railroad Brakes Operator and Coupler
Railroad Conductor
Sailor and Deckhand
Service Station Attendant
Shipmate
Taxi Driver
Tow Truck Operator
Truck Driver

Activity: Exploring Options After High School

Purpose of Activity:

To locate and choose appropriate after high school educational options.

Materials Needed:

MICRO MCIS (Minnesota Career Information System) software program
College Catalogs
"Exploring Options After High School" Worksheet

Procedures:

1. Acquaint students with the purpose of the activity and discuss the various resources available for finding the information. Stress the importance of using current information.

2. Students do research and answer the "Exploring Options After High School" Worksheet as an independent (out of class) activity.

Exploring Options After High School Worksheet

This activity is designed to help you learn about educational options available to you after you finish high school, and it is designed to provide you a place to make several educational selections that are real possibilities for you. This activity calls for you to explore your options based upon your understanding of yourself.

A. College or University: List three four-year colleges you might like to attend and then answer the questions about each, including the source and publication date of your information.

1. Name _____

   What appeals to you about the college? _____

   What program of study would you pursue? _____

   What degree would you acquire? _____

   Source: _____

2. Name: _____

   What appeals to you about the college? _____

   What program of study would you pursue? _____

   What degree would you acquire? _____

   Source: _____

3. Name: _____

   What appeals to you about the college? _____

   What program of study would you pursue? _____

   What degree would you acquire? _____

   Source: _____

Exploring Options After High School Worksheet (Cont.)

B. Technical: List three technical colleges you might like to attend. Then answer the questions, including the source of publication date for your information.

1. Name: _____

   What appeals to you about the school? _____

   What program of study would you pursue? _____

   How long does training take? _____

   Source: _____

2. Name: _____

   What appeals to you about the school? _____

   What program of study would you pursue? _____

   How long does training take? _____

   Source: _____

3. Name: _____

   What appeals to you about the school? _____

   What program of study would you pursue? _____

   How long does training take? _____

   Source: _____

Exploring Options After High School Worksheet (cont.)

C. Military: List one military organization you would enter if that were your choice. Select three occupations within the chosen military organization you would prefer. Answer the questions, including the source and publication date of your information.

Military organization:

1. Occupation 1: _____

   Military training available? _____

   Civilian related occupations: _____

   Source: _____

2. Occupation 2: _____

   Military training available? _____

   Civilian related occupations: _____

   Source: _____

3. Occupation 3: _____

   Military training available? _____

   Civilian related occupations: _____

   Source: _____

Exploring Options After High School Worksheet (cont.)

D. Work Options: What if, for some unknown reason, you could not attend any school for further career training after high school and your only option were to enter the job market. Which three jobs requiring no further education have the most appeal for you? List these jobs and why you selected them.

1. Occupation 1: _____

   Specific reason for selecting occupation:

   _____

2. Occupation 2: _____

   Specific reason for selecting occupation:

   _____

3. Occupation 3: _____

   Specific reason for selecting occupation:

   _____

Activity: Job Training - Where?

Purpose of Activity:

Student will demonstrate knowledge of post-secondary vocational and academic programs by creating a chart.

Materials Needed:

MICRO MCIS (Minnesota Career Information System) software program
College Catalogs
"Job Training After High School" Handout
"Post-High School Training Comparisons" Worksheet

Procedures:

1. Distribute "Job Training After High School," Handout and lead a discussion of the advantages and disadvantages of each.

2. Distribute the blank "Post-High School Training Comparisons" chart. Discuss the four factors listed.

3. Divide class into small groups and have them brainstorm comparative levels for the various types of training.

4. Have small groups share with class. Create a master chart to be posted.

NOTE: This chart <u>will include judgments based on opinions and local factors.</u> An example is provided below but no master with answers is provided because some of your answers may differ.

Post-High School Training Comparison

METHOD	TIME SPENT	COST	DEPTH OF TRAINING	FLEXIBILITY OF TRAINING
High School	None	None	Shallow	Low
Public Vocational	Short	Low	Specific	Low
Private Vocational	Short	High	Specific	Low
Community College	Medium	Low	Medium	Medium
Public Colleges	Long	Medium	Deep	High
Private College	Long	High	Deep	High
Graduate Schools	Med/Long	High	Deep	High
Apprenticeships	Long	Get Pay	Deep	Low
Military	Long	Get Pay	Shallow	Low-Medium

Job Training After High School

On-The-Job	Go to work for a company or business which will train you as you work on the job.
Apprenticeship	3 - 4 year training program where you earn money while you learn, working on the job. Receive a license at end of training. Learn a life-long trade . . . electricians, bricklayers, jewelers, etc.
Military	Training is available for many jobs. Receive pay, room & board, and benefits. High school graduation required.
Private Trade School	Short-term training (1 month - 1 year) but usually cost a lot. They include modeling, business, flight, mechanic school, etc. Usually no special entrance requirements.
Voc-Tech School	1 - 2 year skill training for specific jobs. Low cost. Usually no entrance requirements.
Community College	Two Year college. Offer a 2 year "degree" or transfer to a 4 year college. No special requirements except be a high school grad or 18 years old.
4 Year College	Required for about 20% of occupations in U.S. Entrance requirements based on high school course workgrades and college entrance test scores.
Special Programs	Job Corps - 1-2 year job training. Free, room & board, plus monthly salary while receiving training.
	JTPA - Free job training for low income students.

Which Fits You Best?

Post-High School Training Comparisons

METHOD	TIME SPENT	COST	DEPTH OF TRAINING	FLEXIBILITY OF TRAINING
High School				
Public Vocational				
Private Vocational				
Community College				
Public Colleges				
Private Colleges				
Apprenticeships				
Military				
Job Corps				
Job Training				
Art Programs				
Special Local Training Programs				

Activity: Courses For Entering

Purpose of Activity:

Students will discuss high school requirements for various post-high school programs

Materials Needed:

MICRO MCIS (Minnesota Career Information System) software program
High School Planner software program (optional)
College Entrance Requirements
College Handbooks
"Courses for Entering" Worksheet

Procedures:

1. Discuss the concept of choosing courses in high school based on post-high school plans.

2. Divide the class into small groups and distribute the "Courses For Entering" handout. Have each group try to complete the chart with the number of years needed in each category.

Note: A range may be permissible; check local updated requirements.

3. Have small groups present their results. Discuss differences. (NOTE: colleges may allow some exceptions; student will need to check with admissions office for individual entrance review.)

4. Have each student write in left margin how many years of study they plan to have in each discipline by graduation. Then have them compare those numbers with each column on chart to see post-secondary entrance recommendations/requirements.

Courses for Entering
(Post-Secondary Education Recommendations/ Requirements)

Courses for Entering:	English	Science	Math	Social	Foreign Language	Other
Military Academies						
University of Minnesota						
Minnesota State University System						
Private Colleges						
Art Colleges						
Technical College						
Community College						
Business College						

Activity: Joe or Jane Schmoe

Purpose of Activity:	Students complete a humorous handout which emphasizes the need for lifelong learning, then discuss the effect of trends on educational requirements.
Materials Needed:	"The Working Life of Joe or Jane Schmoe" Handout "The Changing Workplace" Handout

Procedures:

1. Divide class into small teams, each with a recorder.
2. Distribute handout, with one for each person and an extra for each recorder.
3. Read the story aloud. Stop at the end of each sentence which has fill-in-the-blanks. Each group privately selects an answer, which is only written on the recorder's extra copy.
4. Go back through the story, stopping at each fill-in-the-blank. Ask for and confirm the correct answers. Have each individual fill out their handout with correct answers.

Joe or Jane Schmoe Answers:

1. 12,000
2. 4 percent (some sources say higher)
3. Restaurant worker (and others)
4. $ 10,920
5. $ 10,895
6. $ 25
7. Electronic Technician (and others)
8. $ 2,000
9. 3
10. 12
11. 68
12. Ability/willingness to learn
13. "You're fired!"

5. Ask what was the point of the story. Obviously, the continued need for education. What are some of the reasons identified in the story? Answers: High school education qualifies one for fewer careers than previously; high school education provides few job opportunities to make a living wage; technology is changing jobs; employers are expecting workers to retrain.

6. Now pass out "The Changing Workplace" handout and discuss on-going trends. What does each mean in terms of education and training? Here are some examples, with the trend number in parentheses: Self-employment (6) requires management and administrative training. The global economy (7) puts a premium on foreign language. Knowledge-intensive (10) requires a broader background and more critical thinking; service (12) requires more people skills. All require more transferable skills, and that means more education.

The Working Life of Joe Schmoe

Joe Schmoe isn't a great student, but he makes it through high school. Joe didn't bother to learn any special job skills in high school, like computers, drafting or accounting. When asked about further training Joe says, "What are you talking about? I got a high school diploma!"

Joe goes out to look for a full-time job. He gets some bad news: While there are more than _____ different careers in the United States (choices: 3,000 -- 6,000 -- 9,000 -- 12,000), he is qualified for only _____ percent of them! (Choices: 4 -- 8 -- 16 -- 32).

He is qualified to work as _____.

Joe gets a 40-hour-a-week job, with a starting salary of $5 an hour. He immediately moves out of the house. His parent are so happy, they give him an old car! Joe can't afford his own place, so he asks one of his high school buddies to rent a furnished apartment with him.

After six months, Joe get a raise to $5.50. After one year, he has earned a total of _____. (Hint: Use weeks in your formula!)

Joe meets Jessica at work. She's working there putting herself through college. They start to go out. One weekend, Joe doesn't have enough money to pay for a date. He sits down to figure out where it's all going. Here's his expenses for the year:

Taxes: 25% of the gross	$2730
Rent (1/2) $150/month	1800
Utilities (1/2) $30/month	360
Telephone (1/2) $10/month	120
Groceries/meals $50/week	2600
Car: gas, maintenance, insurance	2640
Doctor/Dentist/Optometrist (no insurance)	125
Clothes/Entertainment/Personal $10/week	520

The total of Joe's expenses is $ _____

His bank account at the end of the year contains $ _____.

Joe is not too happy that he's barely scraping by. He's also bored with his job. Then comes strike three: His car breaks down; it will take more than $1,000 to fix! Joe can't afford that, so he tries to do it himself. Of course, he neglected to take auto mechanics in high school. He gets the car running, but it keeps breaking down. He's late to work three day in a row, and his boss fires him.

The rent is due in three weeks, and without his next paycheck, Joe won't be able to cover it. His roomie can't pay it alone. Joe does the only thing he can think of -- asks his parents if he can move back in. Their reply: "Only if you go to school." Joe reluctantly agrees.

Joe goes to the local school for an interview. He want to train for a career with a lot of openings. One career they suggest is _____.

Joe decides to train for that. He and his parents are worried about the cost. To attend a two-year community college or vocational institute in Minnesota, it costs about _____ a year for tuition. (Choices: $2,000 -- $3,000 -- $4,000)

Joe and his parents decide they can afford it. Joe goes to school, gets a two-year degree and is hired immediately at a starting salary of $10 an hour. After one year, a competing employer offers him $12 an hour, and he goes for it.

Joe is doing great now. He likes his work and he's making a decent wage. He can afford a nice apartment of his own. But one day his boss calls Joe into her office. She says: "Joe, you're a good worker, but we're bringing in some new technology that is going to change your job completely. We want to send you to Chicago for six weeks of intensive training. Then you'll take a weekly night class here at the office. After that, you'll go to Chicago every year for three more weeks of re-training."

Joe is shocked. "Chicago!" he cries. "What about my girlfriend! I can't be away from her for six weeks! And who's going to pay for all this?"

"We will," his boss says. "You think about it. I need to know by the end of the week."

Joe is depressed. "I just finished two years of school!" he tells Jessica. "Why do I need to go back to school again?" Jessica tells him that most workers have to get re-training every _____ years. (Choices: 3 -- 5 -- 7 -- 9).

Jessica reminds Joe that she has just started a re-training program, and she is one of the few in her class who got a four-year degree. For every 100 students who start high school, _____ go straight through four years of college. (Choices: 6 -- 12 -- 18 -- 24). But _____ of those 100 go to some college or vocational school. (Choices: 48 -- 68 -- 88).

"Well, what's the point?" Joe Schmoe yells. "Why go to school at all if you've got to keep on going your whole life?"

"Don't you want to keep getting better at what you do?" Jessica asks.

"I'm good enough!" Joe yells.

Joe goes to work and tells his boss he doesn't want to be re-trained, especially not in Chicago. "I'm a hard worker," Joe says, "and I've got a lot of experience with this company."

"Yes," Joe's boss says. "But the number one thing we look for in a worker is _____. (Choices: Experience; Hard Work; Basic Skills; Ability and Willingness to Learn; Reliability.)

Then she says to Joe: "_____!"

When Joe gets home, Jessica has left a note. It says: "Gone to school. Maybe I'll see you there some day."

A few weeks later, Jessica goes to visit the company where they first met. She's surprised to see Joe working in his old job again!

"Yeah, I'm back making $5.50 an hour," he tells her. "But at least I don't have to keep going back to school?"

A couple days later his boss calls Joe in and says, "Joe, you're a good worker, but we're bringing some new technology . . ."

The Working Life of Jane Schmoe

Jane Schmoe isn't a great student, but she makes it through high school. Jane didn't bother to learn any special job skills in high school, like computers, drafting or accounting. When asked about further training Jane says, "What are you talking about? I got a high school diploma!"

Jane goes out to look for a full-time job. She gets some bad news: While there are more than _____ different careers in the United States (choices: 3,000 -- 6,000 -- 9,000 -- 12,000), she is qualified for only _____ percent of them! (Choices: 4 -- 8 -- 16 -- 32).

She is qualified to work as _____.

Jane gets a 40-hour-a-week job, with a starting salary of $5 an hour. She immediately moves out of the house. Her parents are so happy, they give her an old car! Jane can't afford her own place, so she asks one of her high school buddies to rent a furnished apartment with her.

After six months, Jane get a raise to $5.50. After one year, she has earned a total of _____. (Hint: Use weeks in your formula!)

Jane meets Joe at work. He's working there putting himself through college. They start to go out. One weekend, Jane doesn't have enough money to help pay for a date. She sits down to figure out where it's all going. Here's her expenses for the year:

Taxes: 25% of the gross	$2730
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Car: gas, maintenance, insurance	2640
Doctor/Dentist/Optometrist (no insurance)	125
Clothes/Entertainment/Personal $10/week	520

The total of Jane's expenses is $ _____.

Her bank account at the end of the year contains $ _____.

Jane is not too happy that she's barely scraping by. She's also bored with her job. Then comes strike three: Her car breaks down; it will take more than $1,000 to fix! Jane can't afford that, so she and a friend try to fix it. They get the car running, but it keeps breaking down. She's late to work three days in a row, and her boss fires her.

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Jane and her parents decide they can afford it. Jane goes to school, gets a two-year degree and is hired immediately at a starting salary of $10 an hour. After one year, a competing employer offers her $12 an hour, and she goes for it.

Jane is doing great now. She likes her work and she's making a decent wage. She can afford a nice apartment of her own. But one day her boss calls Jane into her office. She says: "Jane, you're a good worker, but we're bringing in some new technology that is going to change your job completely. We want to send you to Chicago for six weeks of intensive training. Then you'll take a weekly night class here at the office. After that, you'll go to Chicago every year for three more weeks of re-training."

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Then she says to Jane: "_____!"

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"Yeah, I'm back making $5.50 an hour," she tells him. "But at least I don't have to keep going back to school?"

A couple days later her boss calls Jane in and says, "Jane, you're a good worker, but we're bringing some new technology . . ."

The Changing Workplace

We used to think of it as:	We now must think of it as:
1. Structured, stable and secure	1. Flexible and changing, with little security.
2. Finding a good job and settling down; it's the employer's responsibility.	2. Being continually aware and prepared; it's the employee's responsibility.
3. Position or title oriented	3. Skill oriented.
4. Having few incentives or rewards	4. Providing a variety of incentives and rewards.
5. Linear careers.	5. Nonlinear careers.
6. Working for others; large employers.	6. Self-employment; small employers and units.
7. A local or national economy.	7. A global economy
8. Having a white, male influence	8. Having a multi-ethnic, female influence.
9. Job specific, with clear duties; hierarchical.	9. Many duties, with cross training; participatory.
10. Labor intensive, with worker as tool to be used.	10. Knowledge intensive; worker is resource to be developed.
11. Education is completed; it is separate from work	11. Lifelong learning; education and work commingled.
12. Focus only on product.	12. Value added; service.
13. Error/slippage tolerated; "it's close enough."	13. Total quality/management control; catch errors early.
14. Mainly dollar driven; the bottom line is utmost.	14. Value and dollar driven; many things to consider.

Activity: Contrast and Compare

Purpose of Activity:

To explore, compare, and contrast the educational opportunities within and outside of Minnesota.

Materials Needed:

MICRO MCIS (Minnesota Career Information System) software program
College and University Bulletins
Contrast and Compare Worksheet
(Optional): MCIS School Sort

Procedures:

1. Distribute "Contrast and Compare" Worksheet and User's Handbooks. Instruct users to select three Minnesota post-secondary schools and three out-of-state colleges/universities to investigate. Minnesota schools are listed in the User's Handbooks, national schools in the Guide to American Colleges. Users should list the name and code number of the schools on their worksheets.
2. In MCIS have students use the SCH command for Minnesota schools and NSCH command for out-of-state schools to learn about both databases. Include general information, program of study, selectivity, costs, living arrangements, special programs, and other topics of interest to the individual user. Have participants record information on the worksheet.
3. Have students write a college profile for each college as though the user were the Director of Admissions.
4. Now, have participants write about each school as a "new student", telling about the first term and sharing with a best friend back home. Have them tell the friend all about the school, the good, the bad, and the indifferent.

   Students should be prepared to discuss such things as:

   - What schools are least expensive?
   - Why are out-of-state public colleges/universities more expensive than in-state public schools?
   - What are the differences between public and private schools?
   - How do cost, available programs, entrance requirements, and location affect the decision-making process?

Note: (Optional) SCHOOL SORT - If you have an idea about what you plan to study in college, what degree you plan to pursue, or where you would like to study, "School Sort" will print a list of schools based on your responses.

Contrast and Compare Worksheet

Choose three colleges or vocational schools of interest to you. Use current references to find out the information requested below.

Write each school profile on a separate sheet of paper.

1. General information.
   a. School name _____
   b. Address _____
   c. Affiliation _____
   d. Accreditation _____
   e. Type of school (public/private) _____
   f. Schedule calendar/terms _____

2. Student body.
   a. Total number _____
   b. Male
   c. Female
   d. Minority enrollment _____
   e. Full-time _____
   f. Part-time _____

3. Programs offered. _____

4. Entrance requirements. _____

5. Costs.
   a. Tuition and fees _____
   b. Books and supplies _____
   c. Room and board (if applicable) _____

6. Financial aid available. _____

7. Special programs or services that make the school particularly attractive to you (e.g. ROTC, athletic programs, services for disabled students).

   _____

Activity: Financial Aid

Purpose of Activity:

Become aware of terms of post-secondary education financial aid.

Materials Needed:

MICRO MCIS (Minnesota Career Information System) software program
Financial Aid Form (FAF or FFS)
"Financial Aid and College Terms and Acronyms" Handout

Procedures:

1. Instructor reviews financial aid terms using "Financial Aid and College Terms and Acronyms" Handout. Instructor asks class to explain the differences among the following financial aid terms: loan, grant, merit, need, scholarship, and work-study. MCIS AID file may also be used to answer common questions about financial aid.

2. Instructor distributes financial aid forms and asks how these forms will be used in the college application process.

3. Students use NSCH command to identify financial aid available and financial aid application procedures of students college choice(s).

4. Students use AID SORT program in MCIS to identify categories of scholarships which apply to their circumstances (e.g.: talent, academic excellence, or particular field of study).

5. Student modifies printed list and prints out specific scholarship(s) to consider for application.

6. Student may want to discuss results of financial aid search with career specialist or counselor.

Financial Aid Worksheet

	# 1	#2	#3
School Name Code Number			
1. Costs: Tuition Room & Board Other			
2. What types of aid does the school offer?			
3. What is the preferred date to apply for financial aid?			
4. Whom do you contact for financial aid information?			
5. What is the definition of: a) b) c) d)			

Financial Aid Worksheet (cont.)

6. What other questions do you have about financial aid?

_____

_____

Financial Aid and College Terms and Acronyms

Academic Calendar - The system by which an institution divides its year into shorter periods for instruction and awarding credit. The most common calendars are those based on semesters, trimesters and quarters.

ACH - Achievement Test - used by many competitive and high competitive schools to supplement the SAT when considering students for admission. The test measures students in a variety of academic subjects taken in a four year high school curriculum.

ACT - American College Testing program - A college admissions test used by many colleges along with a students high school record to consider an applicant for admission.

Advanced Placement - Admission or assignment of a freshman to an advanced course in a certain subject on the basis of evidence that the student has already completed the equivalent of the college's freshman course in the subject.

Associate Degree - A degree granted by a post-secondary institution usually after satisfactory completion of two-year full-time program of study or its part-time equivalent. It is usually earned at a community or junior college.

Baccalaureate/Bachelor's Degree - A degree received after the satisfactory completion of a four-year full-time program of study or its part-time equivalent.

CEEB Number - A six digit code number assigned to your high school which identifies it to the College Board, ACT and all colleges and universities.

CLEP - College Level Examination Program - A series of examinations in undergraduate college subjects and courses that provides individuals with an opportunity to show college-level achievement for which they may not have previously received credit. It is also used by employers in many occupations areas to satisfy education requirements for advancement, licensing and admission to further training.

College Work-Study - A form of financial aid awarded by colleges in which a student is given a part-time job on campus. The income earned is expected to be used for school expenses.

Community College - Offers students career education programs and transfer programs usually of two years duration studying full-time or the part-time equivalent. The degrees offered are Associate degrees (e.g.: Associate in Arts (A.A.) and Associate in Science (A.S.).

Cooperative Education - A college and career program in which a student alternates between periods of full-time study and full-time employment in a related field (not to be confused with College Work-Study, a financial aid program.)

Credit - The numeric value attached to each course toward meeting overall diploma requirements.

Deferred Admissions - The practice of permitting students to postpone enrollment for a period of time after acceptance to the college.

Financial Aid and College Terms and Acronyms (cont.)

Early Admission - The practice of some colleges admitting certain students who have not completed high school - usually students of exceptional ability who have completed their junior year.

Early Decision - Colleges that subscribe to this plan agree to follow a common schedule for early decision applicants. Colleges may offer either of two plans. A student applying under the first choice plan (EDP-F) must withdraw applications from all other colleges as soon as he or she is notified of acceptance by the first choice college. A student applying under the single-choice plan (EDP-S) may not apply to any other college other than her or his first choice unless rejected by that institution. If a college follows either type of plan, applications (including financial aid applications) must be received by a specific data usually not later than November 15 and the college agrees to notify the applicant by a specified date usually not later than December 15.

FAF - Financial Aid Form - Used by colleges and universities to determine a student's and family's financial contribution to college costs. Colleges use it to determine a financial aid package. Federal and state governments use it to determine eligibility for grants.

FFS - Family Financial Statement - Used in the same manner as the FAF.

Financial Aid - Scholarships, grants, loans, work-study programs and other monetary support to pay for a post-secondary education.

Financial Aid Package - Various forms of financial aid are combined by a post-secondary institution and presented to a student upon acceptance to the school. The combination is used to pay the yearly cost of education.

Four-One-Four - 4-1-4 - A variation on the semester calendar system consisting of two semesters separated by a one month intersession used for intensive short courses, independent study, off-campus work or other type of instruction.

Four Year College - Provides programs leading to a bachelor's degree such as Bachelor of Arts (B.A.), Bachelor of Science (B.S.) and Bachelor of Business Administration (B.B.S.)

Grant - Money a student obtains from government or private sources which is to be used for post-secondary education and which does not have to be repaid.

Loan - Money a student obtains from government or private sources which is to be used for post-secondary education and which has to be repaid, generally upon completion of one's education.

Merit - Used to describe a type of scholarship in which the award made is based solely on a student's academic and school achievement.

Need - Used to describe awarding of financial aid based solely on a student's personal and family financial circumstances.

Open Admission - The college admissions policy of admitting high school graduates and other adults generally without regard to conventional academic qualifications, such as high school subjects, grades and admission test scores. Virtually all applications with high school diplomas or their equivalent are accepted.

Financial Aid and College Terms and Acronyms (cont.)

Pell Grant - Federal grant based on need to help pay for college expenses.

Perkins Loan - Low interest federally subsidized loan to the student to help finance college education.

PLUS - Parental Loan Undergraduate Students - A loan made to parents of undergraduate students to help finance their children's education.

Private College/University - A not for profit college supported primarily by private funds whose costs to students are generally higher than state schools. Usually no differentiation is made between resident and non-resident students with regard to tuition.

PSAT/NMSQT - Preliminary Scholastic Aptitude Test/National Merit Qualifying Test - A test taken by 11th grade students in October to acquaint them with the type of college admission tests they will take the following Spring and in their 12th grade. It is also the first round in the National Merit Scholarship competition and the National Scholarship for Outstanding Negro Students.

Residency Requirements - Most schools require that a student spend a minimum number of terms taking courses on campus (as opposed to pursuing independent study or transferring credits from other colleges) to be eligible for graduation. Residency requirements also may refer to the minimum amount of time a student is required to have lived in a state in order to be eligible for in-state tuition at a public (state supported) post-secondary institution.

Rolling Admissions - An admissions procedure by which the college considers each student's application as soon as all the required credentials, such as school records and test scores, have been received. The college usually notifies the applicant of its decision without delay.

SAT - Scholastic Aptitude Test - A college admissions test used by many colleges, along with a student's high school records, to consider an applicant for admission.

Scholarship - Money awarded to students to be used to pay for educational expenses at a post-secondary institution based on need and /or merit. It does not have to be repaid.

SEOG - Supplementary Education Opportunity Grant - A federal grant program administered by colleges and awarded to students on a need basis as part of a financial aid package.

Stafford Loan - Guaranteed Student Loan - Low interest, federally subsidized loans made to students to finance their education, usually awarded through the college in a financial aid package.

State College/University - Supported by a state government and usually costing less than a private college or university. In-state residents' costs are usually less than those for students' from out of state (non-residents.)

Financial Aid and College Terms and Acronyms (cont.)

Three-Two (3-2) Liberal Arts and Career Combination - A program in which a student completes three years of study in a liberal arts field followed by two years of professional/technical study (e.g.: engineering or forestry), at the end of which the student is awarded both Bachelor of Arts and Bachelor of Science degrees.

TOEFL - Test of English as Foreign Language - A test for high school students whose native language is not English and who have been in the U.S. two years or less.

Transfer Program - An education program in a two-year college that is offered primarily for students who plan to continue their studies at a four-year college or university.

Transfer Student - A student who has attended another college for any period, from a single term to three years. A transfer student may receive credit for all or some of the courses successfully completed before the transfer at the discretion of the college to which he or she is transferring.

University - An institution composed of undergraduate, graduate and professional schools that may include colleges of arts and science, business, education, engineering, agriculture and others.

Activity: Military Service

Purpose of Activity:

To identify characteristics of military service including training and benefits for individual.

Materials Needed:

MICRO MCIS (Minnesota Career Information System) software program
ASVAB test
"Military Service" Worksheet

Procedures:

1. Student completes ASVAB test at school or military recruitment office. Obtain results of test.
2. Individual reviews Military Work Life Files in MCIS. These contain information about basic training, educational opportunities, the Reserve and National Guard and other unique aspects of work life in the military. Type PERS and the code number.
3. Answer questions on "Military Service" Worksheet.
4. Using ASVAB test results LINK to identify military and civilian occupations.
5. Review career information of occupations of interest.
6. Student may wish to follow-up discussions with career placement specialist, counselor, or military recruiter.

Military Service Worksheet

Part I:

1. Which military service interests you? _____

2. Do you plan to become an officer? _____

3. What is the length of the service term? _____

4. What is the starting pay? _____

5. Where is the basic training? _____

6. How long is the basic training? _____

7. What specific jobs can you get trained for? _____

8. What do you see as some of the specific advantages of going and being in the service (the "fringe" benefits)?

   _____

   _____

   _____

9. What are some of the disadvantages you see?

   _____

   _____

   _____

Military Service Worksheet (cont.)

Part II:

10. List military clusters/and or occupations which are appealing.

_____

_____

_____

11. After finishing your specific training in the service, what "civilian jobs" could you apply for?

_____

_____

_____

FINE ARTS

Activity: Life Line to Your Career

Purpose of Activity:

To explore career choices and predict life 10 years into the future.

Materials Needed:

MICRO MCIS (Minnesota Career Information System) software program
Newsprint tablet, felt tip pens, masking tape
Group Leader Preparation Notes (sample follows)
Sample Life-lines

Procedures:

Note: (Study values clarification and sample life line)

1. Talk about values, and have the class list a few (e.g., independence, security, comfort, service, adventure, etc.). Have participants consider the values you discuss as they begin to prepare their life lines.

2. Explain to the participants that they will be asked to draw a graphic illustration of the kinds of work or occupations they have held in the past, their work activities in the present and their future plans. They can also indicate their positive and negative feelings about moments in their work experiences (see the sample life-line at the end of the exercise for ideas).

3. Encourage participants to be creative as they draw their life-line. You could provide magazines, for example, and ask participants to illustrate their experiences with cut-out pictures; in drawing the life-line, however, participants should indicate a specific beginning and ending date (you may specify the participants begin 10 years earlier in their life and end the life-line 10 years in the future or you may choose specific beginning and ending dates depending on the age of the group). Having participants draw their life-lines into the future encourages them to think in terms of where and why they will be working later in life.

4. Allow approximately 10 minutes before the end of class to explain the activity to be completed before the next class period. During the time between classes, ask participants to use the Minnesota Career Information System to obtain some occupational information. MCIS will provide the participants with information about specific occupations they may be considering after working with their life-line. MCIS will also answer questions participants have about further education or preparation. If participants are only beginning to think about their future careers, they can be encouraged to use MCIS' QUEST and come back to class with a list of occupations that interest them and a few occupational descriptions. Encourage participants to bring their computer printouts (for at least one or two occupations) and their life-lines to discuss during the next class period.

Second Session

1. After participants have prepared their life-lines and explored MCIS to obtain some information on occupations of interest to them, give them approximately 10 minutes to review their life-lines. Encourage them to write down the values they regard as important, or values that seem to be evident from past experience.

2. Divide the class into groups of three or four people and have each group discuss how personal values relate to plans for future work. Group members may wish to suggest some possible careers that could relate to the individual's values.

Note: Examples of life-lines are provided on subsequent pages. Also included is a Group Leader's Preparation Sheet with background information which may be helpful.

Group Leader's Preparation Notes

The group's leader may want to begin the life-line activity by discussing briefly what values are; for example, "values are the things that are important to us. The lifestyle we choose is directly related to our values. Values relate to those things we must do to feel good about ourselves."

In making career decisions, it is important that people begin to get a clearer idea of what their values and preferred lifestyle may be. For instance, a student may begin to ask, how do I relate to things -- as a leader, as a creator? Do I prize physical comfort or adventure? Do I enjoy a structured environment or do I prefer to innovate? How important is economic security to me? Do I like to work independently of other people or on a team? Do I like to be in charge of others or do I like to be supervised? Do I want to work with ideas and concepts, or would I rather not be involved in these activities?

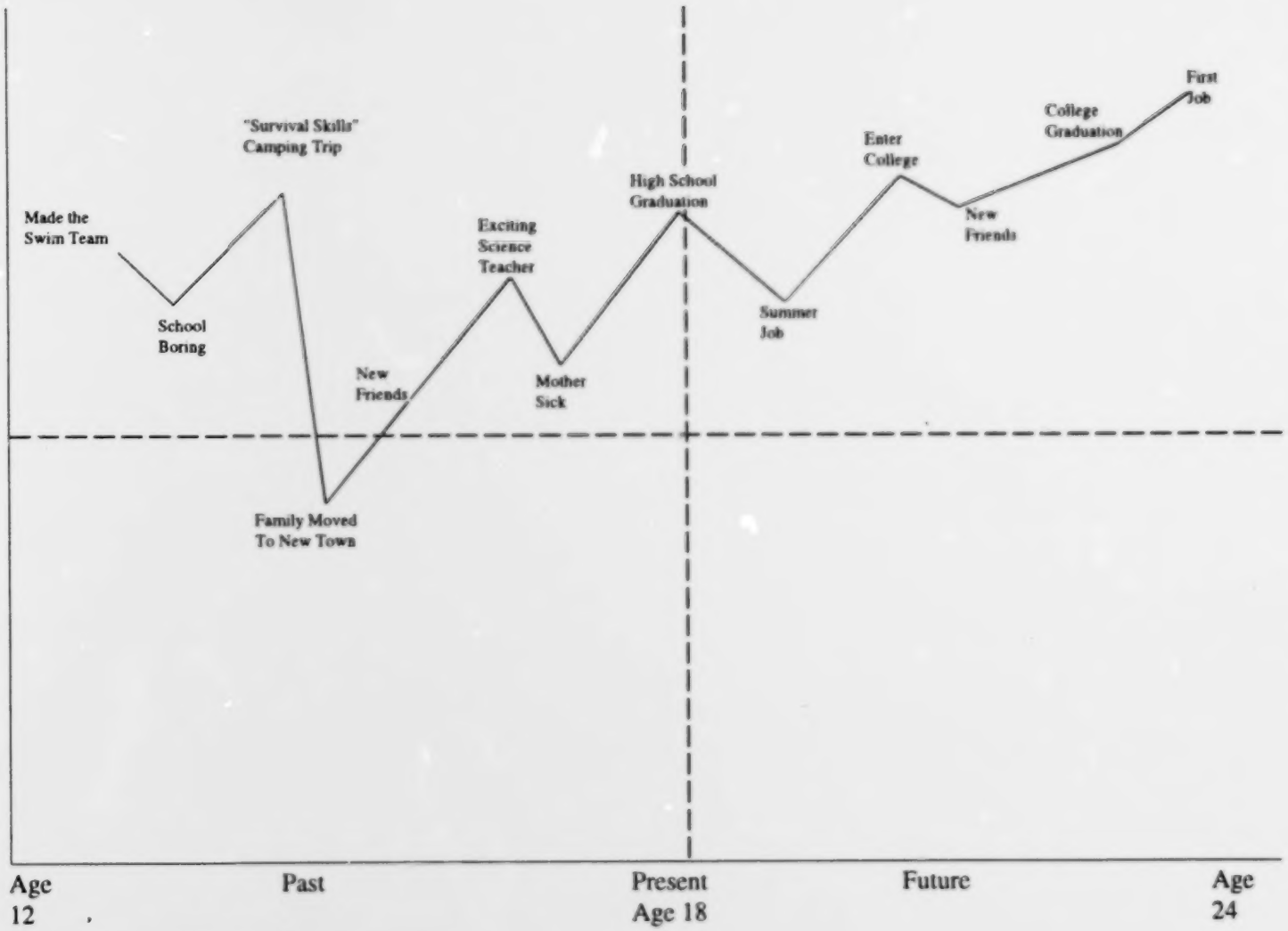
Values vary widely from person to person. It is important that the instructor accept values that may be the same, or may differ widely within the group. In this way, one can avoid giving the impression that some values are "right" and some are "wrong."

Usually we have several values that motivate us, and some of these are more important than others. Two people may have very similar values and yet rank them differently. During the discussion of values, the instructor may gather from the group a list of possible values one might identify. Such a list might include words like: service, comfort, independence, security, activity, sacrifice, etc.

The choices we make, and the actions we take most often are revealing of our personal values. The life-line activity is not a "tell all" session. Participants should be encouraged to choose those events they would be willing to talk about and share with the group.

The life-line exercise enables most students to talk about their values readily, and to help other class members identify what it was about a certain activity, or period of time that satisfied them. Inherent in the exercise is the opportunity to project freely into the future, discussing future work expectations, and what that event will mean in the life of the individual.

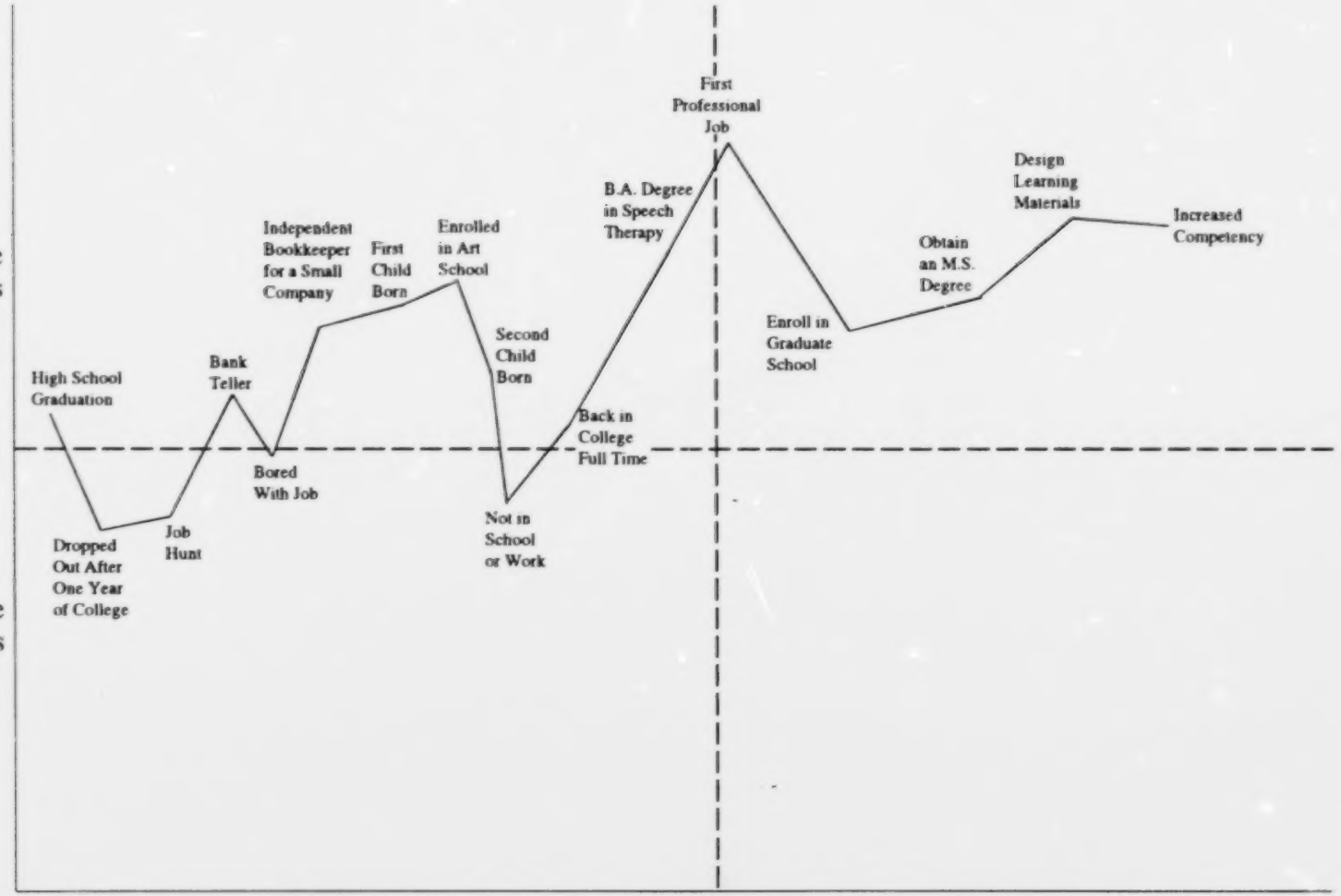
Life-Line by Travis (age 18)



Some Values that Travis Seems to Hold:

Physical activity; importance of family & friends; security; achievement

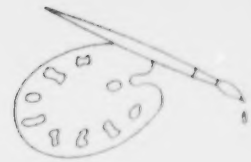
Life-Line by Margaret (age 34)



Some Values that Margaret Seems to Hold:

Achievement; independence; being of service

Activity: Picture a Career



Purpose of Activity: To initiate sex equity and occupational awareness.

Materials Needed:

Chalkboard, chalk, scoreboard
Occupational titles (separated into two envelopes "Men's Jobs" and "Women's Jobs"). Use MCIS User's Handbook Occupation List as a source of men's and women's jobs.

Procedures:

1. Begin exercise by asking these questions: What are some assumed characteristics of men and women? What careers match the characteristics? List responses on chalkboard.

2. Discuss the stereotypes and biases that people have concerning men and women in their careers.

3. Divide students into two teams. Assign an envelope to each team. Teams will take turns drawing occupations. Flip a coin to decide which team should go first.

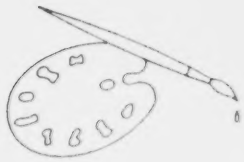
4. Each player in turn pulls an occupation from the team envelope. The player will then draw the occupation on the chalkboard and their team begins guessing the correct answer (one minute allowed). Rules: a. No drawing of letters or numbers. Symbols can be drawn. b. Correct words contained in the title, which team players have said, may be written down.

5. If the player's team cannot guess the occupation, the opposing team will have an opportunity to guess (within five seconds). Two points will be given for each correct answer.

6. Opposing teams should try to catch the other team when they give sexist titles such as fireman or policeman. One point will be awarded if a team catches the other team doing this.

7. After a 15-minute playing time, the team with the most points wins. At the end of the game, discuss with students the different stereotypes that came up.

Activity: Work News Update



Purpose of Activity: To examine current status of women and men in art and entertainment occupations as seen by the news media.

Materials Needed: Local/Regional/National Newspapers and Magazines

Procedures:

1. Have students keep a scrapbook for a week of all the newspaper/magazine articles they find about women and work and men and work (note the date and source) in the art and entertainment occupations.

2. At the end of the week, have students compare notes on their findings.

3. Have students discuss the following:
   a. Basic issues raised
   b. Specific message implied
   c. Significance of article in terms of real or token gains
   d. Significance of location in paper of most of the articles

Note: This activity could be extended with new articles placed on the bulletin board and changed regularly. A file of old articles could be kept for reference.

Reference: The Nebraska Career Guidance Program Handbook. Developed as a result of funds from the Carl D. Perkins Vocational Act of 1984 (P.L. 98- 524). Nebraska State Department of Education. P 567.

Activity: Job Skills and School Subjects

Purpose of Activity:	To identify occupational skills and related school subjects.
Materials Needed:	MICRO MCIS (Minnesota Career Information System) software program

Procedures:

1. Develop a list of art related occupations from the Minnesota Career Information Occupation List. The list should contain occupations that are familiar and unfamiliar to the students.

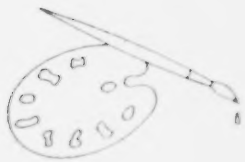
2. Have the class identify skills and attitudes used with each occupation using MCIS occupational resource materials.

3. For each skill identified, have the class name school subjects that may teach that skill.

4. Have each student choose one of the occupations and complete an art project that shows a worker using one of the identified skills.

5. Display the projects in the classroom. Have other students try to identify the skills shown.

Activity: If Only . . . . . .



Purpose of Activity:

To identify positive/negative aspects of occupations and how changing attitudes/circumstances affect them.

Materials Needed:

MICRO MCIS (Minnesota Career Information System) software program or publications such as:
Occupational Outlook Handbook
"If Only . . . Worksheet"
Speakers for a panel presentation

Procedures:

1. Have students individually complete Parts I and II of the If Only . . . Worksheet. This can be completed as homework assigned one week in advance.

2. Invite a panel of people in different occupations to speak to the class about their jobs without naming the career in which each works, nor the job name (they are to be given a maximum of five minutes each to talk about such things as interesting/uninteresting job duties, work environment, preparation for job, and how they keep from being bored).

3. Have students guess each speaker's occupation with a short explanation of the kinds of evidence that led to the guess.

4. Ask speakers to identify their job name and company and to do any necessary clarification to summarize the presentation.

5. Have students individually complete Part III of the worksheet.

6. Summary discussion questions:

   A. What makes work meaningful to people; how can this be maintained?
   B. When/why is it necessary for work to be meaningful?

Tips: Make sure students have time to access resources to complete worksheets. May want to do this activity after an interest inventory. To assist speakers, develop 5-6 standard questions to help format their talks.

If Only . . . . Worksheet

Part I: Look through your MCIS User's Handbook. Choose an occupation that would probably be the last one on earth you'd choose to do.

1. The name and code number of this occupation is: _____

2. Go to the MCIS computer, MCIS Occupational Publications, Occupational Outlook Handbook or other resource to find a description.

3. If this were the only occupation you could have, then you would really need to do well in this job because you need the money, possible raise, and good recommendation for future jobs. You must remain in this job for a least three consecutive years. How can you create a pleasant, meaningful experience for yourself in this occupation? List five suggestions:

   A. _____

   B. _____

   C. _____

   D. _____

   E. _____

Part II: Go through your User's Handbook again. Now choose an occupation that you think would the very best one.

1. This occupation name and code number is: _____

2. Go to the MCIS terminal, MCIS Occupational File, Occupational Outlook Handbook, or other resource to find a description.

3. List five situations that would make you dislike this job:

   A. _____

   B. _____

   C. _____

   D. _____

   E. _____

If Only . . . . Worksheet 2

Part III: After listening to the classroom speakers, choose one for which the following questions are to be answered:

1. The speaker's name and occupation is: _____

   _____

2. The speaker was enthusiastic about the occupation because:

   _____

   _____

   _____

3. The speaker was unenthusiastic about the occupation because:

   _____

   _____

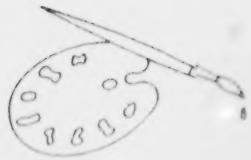
   _____

4. What could you recommend that this person do to make the occupation even more meaningful?

   _____

   _____

Activity: Help Wanted



Purpose of Activity:

To become familiar with employers' expectations.

Materials Needed:

MICRO MCIS (Minnesota Career Information System) software program or publications such as:
Minnesota Occupational Information
Minnesota Careers
Vocational Biographies
Occupational Outlook Handbook
"Help Wanted Ads" Worksheet
"Help Wanted" section of local or regional newspapers

Procedures:

1. Show the students how to find and use the "Help Wanted" section of a newspaper.

2. Have the students research the "Help Wanted" section of their local or regional newspaper using the "Help Wanted Ads" Worksheet.

3. Have the students complete up to three worksheets using different newspaper for each worksheet.

4. Instruct students to review occupational resource materials to obtain more information about six advertised occupations. This could be presented as an oral or written report.

Help Wanted Worksheet

Turn to the "Help Wanted" section in the classified section of the newspaper. Answer the following questions:

1. List by title 10 arts-related occupations that are available in the help wanted section.

   a. _____ f. _____
   b. _____ g. _____
   c. _____ h. _____
   d. _____ i. _____
   e. _____ j. _____

2. Read the ads. List skills, training or experience required by employers. (Don't overlook the qualifications such as responsibility, ability to work with people and ambition.)

   a. _____ c. _____
   b. _____ d. _____

3. What benefits to the employee (other than salary) are stated:

   a. _____
   _____
   b. _____
   _____
   c. _____
   _____
   d. _____
   _____

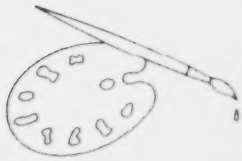
4. How many jobs did you find that you think require training beyond high school? List the job titles.

   a. _____ c. _____
   b. _____ d. _____

5. List additional occupational information regarding skills training and experience required for two of the occupations that sound interesting to you.

   a. _____
   b. _____

Activity: Creativity and Your Career



Purpose of Activity:

To identify occupations requiring creativity in using ideas, and expressing feeling.

Materials Needed:

MICRO MCIS (Minnesota Career Information System) software program or publications such as:
Occupational Outlook Handbook
Occupational brochures
Vocational Biographies
Minnesota Occupational Information

Procedures:

1. Discuss the following:

   A. How creativity relates to art.
   B. How artistic ability and training can contribute to a person's creative ability in a career.

2. Have one student use the MCIS QUEST Program and answer QUEST Question #8 with **"YES ONLY"**. Identify the occupations which stay on the list, and read the occupation titles to the class. These occupations call for creativity.

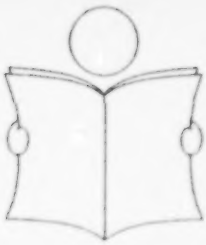
3. Discuss the types of occupations which were listed. Do any seem directly art-related? Which ones?

4. Have each student research one of the art-related careers. The students should include a discussion of how creativity is used in the job.

5. Have the students present the research as a written or oral report.

6. Discuss how the ability to be creative in one's job can lead to job satisfaction. The pressure side of "needing to be creative" could also be presented.

LANGUAGE ARTS



Activity: The Planning Process

Purpose of Activity:	To recognize personal strengths and weaknesses and use the Planning Process in setting two personal goals.
Materials Needed:	One large manilla envelope per student Handouts: "The Power of One" and "The Planning Process"

Procedures:

Day 1

1. Pass out one manilla envelope to each student. Explain to students that we all need positive strokes in order to survive in the world, deal with others and to feel good about ourselves. Instruct students to personalize their envelopes, draw or decorate it so that it reflects who they are. Hang envelopes in the room. The teacher also participates.

2. Students are to write positive comments about each of their classmates and put them in respective envelopes. This activity lasts for two or three days and requires about ten minutes each day. Students will read these at the end of the week.

Day 2

1. Pass out handout, "Power of One . . . Becoming A Better You". Have students list their strengths and weaknesses. Students may need help with formulating strengths.

2. Pass out two Planning Process sheets to each student. Explain the process, using an example of a weaknesses.

3. Have students select two weaknesses they want to work on. Fill out the Planning Process sheets through rewards and punishments. Assist if necessary in the "My Plan" section. Place in envelopes when finished.

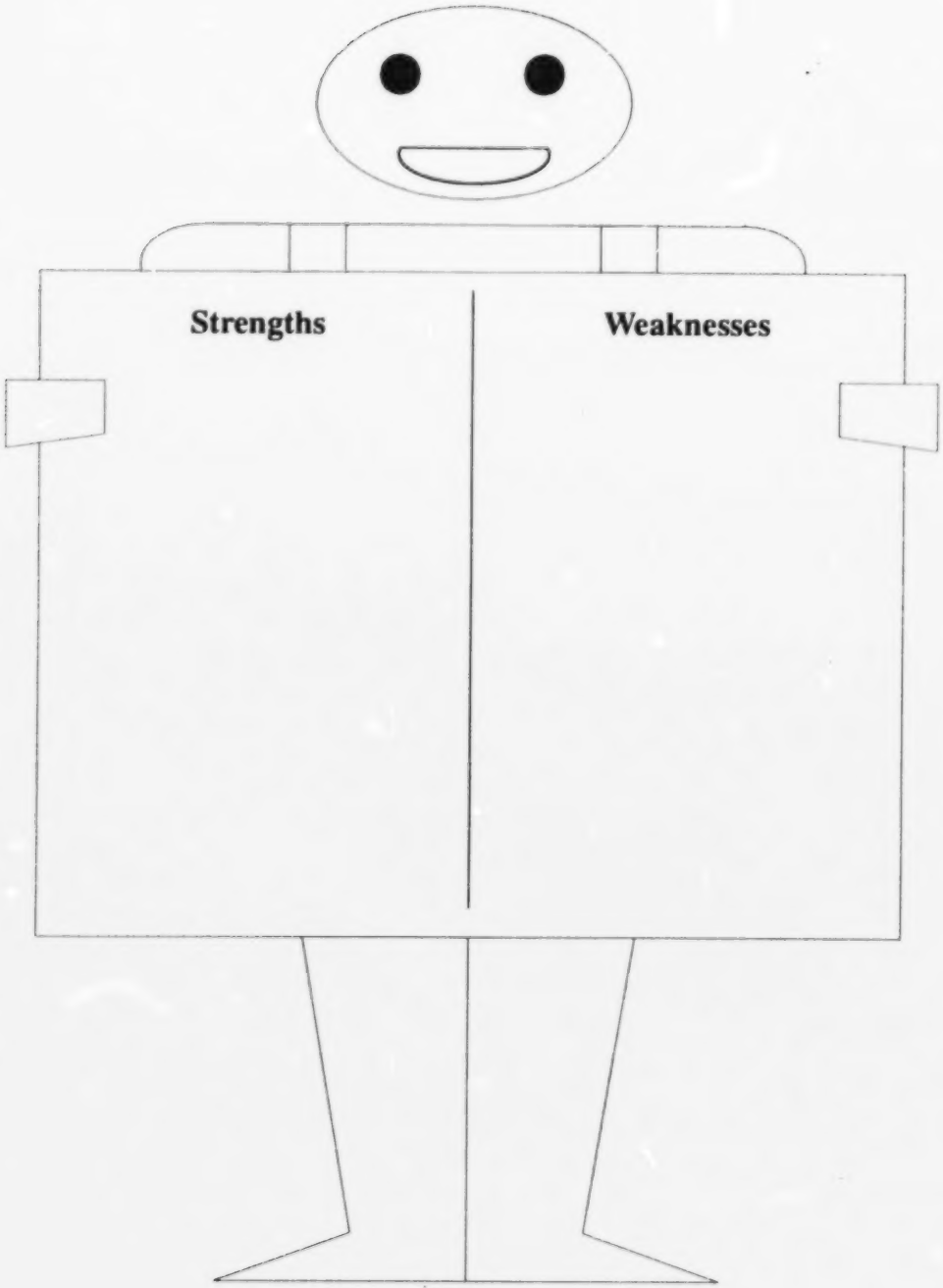
The Planning Process (cont.)

A Week Later

1. Take down envelopes and read comments. Take out Planning Process sheets and on the back write a short paragraph on "Have I reached my Goal?" If yes, explain level of satisfaction; if no, explain what is needed to reach it. Do not collect these. They are personal goals and the students may do with them what they wish.

Reference: *Learning Activities. AKCIS (Alaska Career Information System). Published by Alaska Department of Education and Alaska Department of Labor. 1990. (Substantial portions were compiled by the University of Oregon; 1990 for the National Career Information System). PP. 41-44.*

The Power of One . . .



Becoming a Better You

The Planning Process

One concern about myself is that I have . . .

_____

_____

My goal is to . . .

_____

_____

My plan is . . . How . . . When. . . Where . . . Who . . . Help I can get . . .

Reward Punishment

Put me inside my Plan and do it!

Look back . . . Evaluate . . . How am I doing?

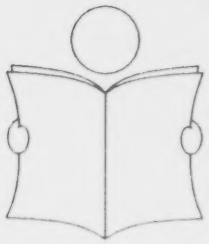
_____

_____

_____

_____

Date for final evaluation: _____



Activity: You're A Special Person

Purpose of Activity:

To have students identify characteristics of their personalities which most represent who they are now and characteristics they will develop during the school year.

Materials Needed:

"You're a Special Person" Worksheet
"How Others See Me" Worksheet

Procedures:

1. Begin discussion with students by defining the term "personality characteristics" - the unique qualities that distinguish an individual - character traits, attitudes, etc. Discuss this definition briefly.

2. Write the following names on the chalkboard: Mr. Rogers, Oliver North and Tom Cruise (or choose three different well-known persons). Ask questions about these personalities. Q: What makes these people so different? A: Mr. Rogers and Cruise play roles. Q: What about North? Does he play a role? A: Colonel North does play a role but it is a real-life role. Point out that there are differences between T.V. and movie and real-life roles. The "personality characteristics" of each of these famous people are what makes them different.

3. List on the board the following personality characteristics and have the students place the first initial of the last name Rogers, Cruise or North by the characteristics they think best fit each personality. Students may add other personality characteristics which are not listed here.

aggressive	cautious	honest	kind
organized	outgoing	patient	quiet
sincere	stubborn		

4. Refer students to "You're a Special Person" Worksheet. Direct students to circle up to 15 characteristics that reflect the person they think they are.

You're A Special Person (cont.)

5. After students have selected their 15 characteristics, ask them to select six characteristics from their list of 15 that they feel MOST represent the person they are. Students should record answers on Worksheet 1 under section entitled "Top Six."

6. Instruct students to decide what three characteristics they will try to improve upon during the school year and record their answers on the worksheet.

Take Home Activity

Procedure:

1. Explain to students that in learning about themselves, it is also important to learn how others may view them. Emphasize that in future career planning and job success how others see you and your skills will also be important in achieving future job success.

2. Refer students to "How Others See Me" Worksheet. Ask students to take this activity home to a parent or guardian and ask the parent to circle the characteristics they think the student possesses. Students will bring this sheet to next class meeting.

3. In the next class meeting:
   a. Lead a discussion with students by asking them to compare how others see them with how they view themselves.
   b. Ask students if they learned anything new about themselves. Reinforce all positive answers.
   c. Wrap up discussion by asking students to write a brief paragraph describing themselves. Students can share their description with the class.

You're a Special Person Worksheet

You're Special!!

How?? Circle up to 15 of the following terms that reflect the kind of person YOU think you are:

adventurous	energetic	patient	serious
artistic	follower	persistent	sincere
assertive	friendly	proud	social
capable	good listener	reliable	strong
caring	happy with self	responsible	tolerant
compassionate	honest	self-confident	trusting
creative	independent	self-disciplined	warm
decisive	leader	self-starter	
dependable	logical	sense of humor	
empathetic	optimistic	sensitive	

Top Six:

1.
2.
3.
4.
5.
6.

What three characteristics will you improve upon during the school year?

1.
2.
3.

You're Unique!!

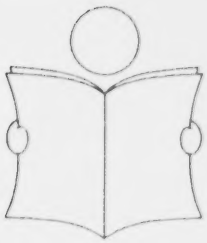
Your uniqueness is your most important asset. You give meaning to the everyday things you do by being the kind of person you are. The world of your family and your friends is a different place simply because you exist and influence them in countless ways.

How Others See Me Worksheet

Circle the following terms that reflect the king of person YOU think the student is:

adventurous	good listener	self-disciplined
artistic	happy with self	self-starter
assertive	honest	sense of humor
capable	independent	sensitive
caring	leader	serious
compassionate	logical	sincere
creative	optimistic	social
decisive	patient	strong
dependable	persistent	tolerant
empathetic	proud	trusting
energetic	reliable	warm
follower	responsible	
friendly	self-confident	

Comments about student:



Activity: To Tell The Truth

Purpose of Activity:

To use MCIS and other career resources in order to find out occupational information.

Materials Needed:

MICRO MCIS (Minnesota Career Information System) software program or publications such as:
Occupational Outlook Handbook
Minnesota Occupational Information
"Suggested Questions for the Panel" Worksheet

Procedures:

1. Divide the class into small groups.
2. Have each group select an occupation and research it for all possible information.
3. Ask each group to write an affidavit to be read to the class.
4. The class questions each group or panel, one at a time. Rules are according to television's "To Tell the Truth." One student, when questioned, will give factual information; the other panel members will give less factual information.
5. At the end of a given amount of questioning, have class members vote for the panelist they feel was telling the truth. Votes are tallied and the panel member having given factual information will identify him/herself.
6. Discuss the career.

Suggested Questions For The Panel

1. Is the work done inside or outdoors?

2. What specialties are included with this occupation?

3. Does a person need a college education to do this work?

4. Does a person need a technical education to do this work?

5. Can a person do this work with only a high school education?

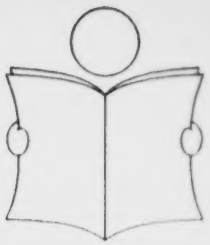
6. Are there many opportunities for employment in this occupation?

7. Are there many opportunities for advancement in this occupation?

8. Does this occupation usually have a 40 hour work week?

9. How much money do people in this particular occupation earn?

Activity: Panel of Experts



Purpose of Activity:

To identify occupations that require Language Arts and to develop research skills.

Materials Needed:

MICRO MCIS (Minnesota Career Information System) software program or publication *Minnesota Occupational Information*
"Panel of Experts Worksheet"

Procedures:

Game I:

1. Select five students to be on the panel.
2. Allow any student to question any panel member. Sample questions can be found on the attached worksheet.
3. The questioned panel member must answer, if the question can be answered by MCIS. The answer would be the file name and number, or the reply that "it is unanswerable."
4. The answer is retrieved from the computer or occupational description printouts, and supplied to the student asking the question.
5. The answer may be contested.
6. If the panel member is correct, member scores 100 points. If panel member is incorrect the "interviewers" receive 100 points.
7. Several questions can be processed at one time.
8. Individual scores are totaled at the end of the time period.

Panel of Experts (cont.)

Game II:

1. Divide class into groups of five or six students.

2. Identify one group as the "interviewers." Distribute sample questions from the "Panel of Experts worksheet" to this group. Their task is to ask questions of students in the other groups.

3. Have each of the remaining groups select one of the following occupational clusters. These clusters require the use of Language Arts in the occupations:

1100 Administrative	7400 Sales
1400 Clerical	8100 Health Services
2100 Social Research & Planning	8400 Social Services
2300 Mathematics & Computing	8600 Personal Care
4700 Graphic Arts	9800 Art & Entertainment

   The groups' task is to read and become knowledgeable about the occupations and training programs in the cluster. (These tasks can be sub-divided among members.)

4. The "interview" group may question any of the "knowledge groups." Any person may answer the questions either from memory or by referring to the MCIS Files.

5. If questions are answered correctly within two minutes, the "knowledge group" receives 100 points. If the "knowledge group" is stopped (and the question can be answered using MCIS), the "interviewers" receive 100 points.

6. Total group scores at the end of the activity.

7. Summarize the activity by reviewing the relationship between Language Arts and successful job performance.

Note: A useful variation of this activity is to ask the class the questions on the worksheet. Students responds with the file name and number needed to access the information which will answer the question. The class then checks the answer by entering the code number in the computer. If the code number accesses the right information, the student receives 100 points.

TIP: Save time by having selected occupational information printed out ahead of time.

Panel of Experts Worksheet

1. What high school courses should I take if I am interested in social service occupations?

2. Where could I get training to become a travel agent?

3. What work duties are involved during a day on the job as a biochemical engineer?

4. What references could I use to find more information about pilots and flight engineers?

5. What skills do I need to become a diesel mechanic?

6. Could I study music at Minneapolis Community College?

7. What duties must a ticket agent perform?

8. What high school courses should I take to be a dental hygienist?

9. What high school courses are needed to prepare for an auto mechanic?

10. What is the work setting for child care workers?

11. What is the best way to prepare to become a musician?

12. How long is the apprenticeship to become a meat cutter?

13. What schools have a program in art?

14. What courses would be helpful in preparing for a career as a flight attendant?

Panel of Experts Worksheet (cont.)

15. Does the University of Minnesota, Minneapolis/St. Paul have a program related to meteorology?

16. How many schools in Minnesota offer modeling courses?

17. Whom could I contact for more information on Winona State University?

18. What skills are required to be a systems analyst?

19. What is the starting salary for a legal assistant (other occupation?) in Minnesota?

20. What work duties are involved during a day on the job as a parole and probation officer?

21. What references could I use to find more information abut a photographer?

22. What skills do I need to work in printing production occupations?

23. What are room and board costs at the College of St. Catherine?

24. What is the average annual salary of insurance salespeople?

25. What are the duties of a public administrator?

26. What are the employment prospects of a freelance writer, ticket agent or stenographer?

27. How many schools in Minnesota offer training in occupational therapy or secretarial studies?

28. What high school courses are needed to prepare for administrative occupations?

Panel of Experts Worksheet (cont.)

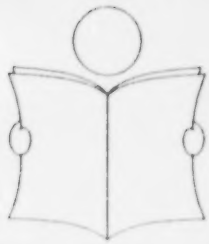
29. How much money does a community college teacher earn in a year?

30. How long is the apprenticeship to become a bookbinder or typesetter?

31. What courses would be helpful in preparing for a career as a cosmetologist?

32. What state universities in Minnesota have a program related to social service occupations?

33. What class rank is required for automatic admission to the Minnesota State Universities?



Activity: Foreign Language Careers

Purpose of Activity:

To have student survey career clusters and identify occupations (both primary and secondary) for people with skills in a foreign language.

Materials Needed:

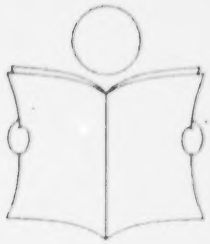
MICRO MCIS (Minnesota Career Information System) software program or *Minnesota Occupational Information* publication
Chalkboard, Chalk

Procedures:

1. Have students generate a list of occupations in which a foreign language is used either directly or indirectly.
2. List the occupations on the chalkboard.
3. Have students choose one of three careers and make a short report about that career and how foreign language is used in it.
4. Have students make a picture, collage or mount a magazine picture dealing with the occupation to display in the classroom.
5. Have students identify to which career clusters their selected occupations belong and display their picture or collage in the classroom grouped under the career cluster to which it belongs.
6. Invite a local career person to talk with the class on how a foreign language is used in their careers (Ex. Travel agent, stewardess, etc.).

Reference: "The Nebraska Career Guidance Program Handbook." Developed as a result of funds from the Carl D. Perkins Vocational Act of 1984 (PL 98-524). Nebraska State Department of Education. P. 420.

Activity: No Phone Calls Please



Purpose of Activity:

To complete at least one job application understanding the importance of neatness and completeness. To gain simulated work experience.

Materials Needed:

MICRO MCIS (Minnesota Career Information System) software program or *Minnesota Occupational Information* publication
Classified section from newspaper
Sample job applications from local businesses
"Job Application Form" Handout
Checkbooks including checks and check registers

Procedures:

Session 1

1. Pass out want ad sections. Have students locate and list two or three jobs they would be interested in. Discuss various requirements employers have listed.

2. Through discussion, find one job that at least two students would be interested in. Break into small groups and brainstorm lists of things the employer might want to know on their application before they could choose between the two students.

Session 2

1. Pass out materials from previous session. Ask each group to share those items on their applications that they hadn't thought of on their own. List these on the board. Discuss the terminology used.

2. After this discussion, tell the students that this year they will be given the chance to apply for classroom duties in your room. Have the students list those jobs that need to be done. This list should include 10 to 15 jobs that you would usually assign students to do or do yourself. Include a classroom accountant or bookkeeper. You will need someone to act as a banker in order to cut down on the possibility of lost or stolen classroom money.

3. Tell the students that you will decide how much each job will pay per month. Also, make sure that they understand that they will be fired if they fail to perform to your satisfaction.

No Phone Calls Please

Session 2 (Cont.)

4. Have the class draft a classroom job application form (see samples). The final product of this session will be the rough draft.

Session 3

1. Prior to class, type up a final version of your application form. Make two to three copies of this for each student. Make two example copies, one good application and one bad application. Also, decide how much each job will pay, in classroom money, depending on how often, how much time it will take, and the amount of responsibility the job involves.

2. Present your list and explain your reasoning. If there are any serious disagreements from the students, take them into consideration and make modifications as necessary.

3. Pass out your good and bad application examples. Ask the students to compare them, listing what's positive about the first one, and what's negative about the second. Then, pass out one copy of your classroom application form to each student. Go through each section, asking the student to fill it in as best they can. Stress the importance of printing neatly, and the use of a dark ink pen.

4. Circulate to make any corrections as soon as possible. When the applications have been completed, collect them.

Session 4

1. Prior to this session, go through each application. Mark the positive and make suggestions for any needed corrections.

2. In class, pass the applications back and discuss any questions the students may have. Tell the students that you will begin accepting applications for class jobs the next school day. Determine a spot where blank applications will be kept in order to have them available.

No Phone Calls Please

Session 4 (Cont.)

3. You will want to introduce the following rules to your students:

   - You must present a completed application to be considered for a classroom job.
   - The job will be presented to the best qualified applicant.
   - There will be three employment sessions during the year; September-November, December-February, and March-June. You will need to reapply if you wish to keep a job from one session to the next.
   - Hiring may be done at other times during the year, should the employee move, resign, or be terminated. Such openings will be announced and posted on the board.
   - Payday is the last school day of each month.
     a. You may purchase pens, pencils, or paper from the teacher.
     b. You may buy back any toys the teacher has confiscated from you; you must negotiate the price.
     c. You may buy free time on the computer.
     d. You may buy free reading time.
     e. You may save your money in the bank and use it for other class activities.

Job Application Form

Name _____
Last First Middle

Address _____
Street City State Zip

Phone Number _____

Person to call in case of emergency _____
Name Phone No.

I can do the job because my qualifications are:

_____

_____

_____

I have had these jobs at school:

_____

_____

_____

I have had these jobs in my neighborhood:

_____

_____

_____

References:

(List below the names and addresses of two adults)

Name Address

1. _____
2. _____

(List below the names and addresses of two students)

Name Address

1. _____
2. _____ _____

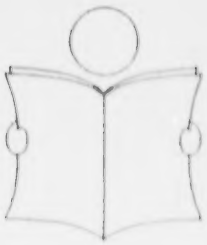
Hours I can work:

Monday _____ Tuesday _____

Wednesday _____ Thursday _____

Friday _____

Signature _____ Date _____



Activity: Selling, Persuading and Your Future Job

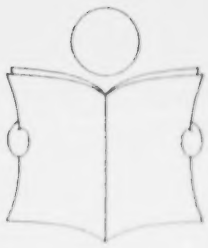
Purpose of Activity: To recognize the wide variety of occupations that utilize selling or persuading.

Materials Needed: MICRO MCIS (Minnesota Career Information System) software program

Procedures:

1. Students may work individually, or in small groups.
2. Have the student use the QUEST Program to answer Question # 5 "Persuading" with "**YES ONLY**". (Use QUEST command "**Select 5**".)
3. Have each group, or individual, choose 5 interesting jobs that stay on the list. Have them explain what appeals to them about these jobs.
4. Have the students reflect on why they think that selling and persuading are important abilities in each of the occupations.
5. Discuss the way selling and persuading relate to careers (e.g., selling oneself during interviews).

Activity: Writing a Skill-Related Resume



Purpose of Activity:

To have each student recognize the skills required for a specific occupation, and to state the extent to which she/he possesses these skills.

Materials Needed:

MICRO MCIS (Minnesota Career Information System) software program or *Minnesota Occupational Information* publication
Sample Resumes

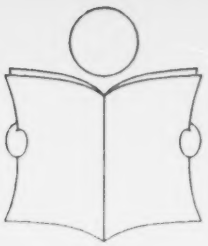
Procedures:

1. Have each student recognize the skills required for a specific occupation, and to state the extent to which she/he possesses these skills.

2. From the occupational description, have the student list all of the verbs and/or verb phrases that serve to describe what a person does in that occupation. For example, architects design construction, monitor construction, provide cost information, prepare sketches, etc.

3. For each verb selected, have the student write a paragraph on his or her ability to perform those tasks; for example, "I have skill in drafting and artistic ability, enabling me to produce sketches which are technically correct and aesthetically pleasing."

4. Have the student write a resume or a statement to go with a job application, in which the student includes the paragraphs on his or her skills.



Activity: Future Decisions

Purpose of Activity:

To identify three important career-related decisions the student must make within the next year.

Materials Needed:

MICRO MCIS (Minnesota Career Information System) software program
School course handbooks

Procedures:

1. Explain that most of us can do many things with our lives and our time.

2. Have students identify a tentative occupational choice. Students may use the MCIS QUEST program to help determine occupational interest or take another assessment test and use the MCIS Assessment Link.

3. Ask students to make a list of all of the things they can realistically think of doing in the next year that would give them satisfaction and help them with career choice. (Include hobbies to explore, places to visit, people to get to know, jobs to work at, things to learn, courses to take, experiences to have, etc.)

4. After the students complete their lists, ask them to mark each item with one of the following:

   a. SOON Write "soon" for those items that you choose to do very soon. You definitely will not postpone them.

   b. LATER These are things that you definitely want to do, but not right away. You will not forget these things; it's just that now you choose to do other things, or you are not in a position to work on these things now.

   c. UNLIKELY For some reason, you will probably not do these things. You may change your mind later, but at the present time you do not feel that they should enter into your current life action plan.

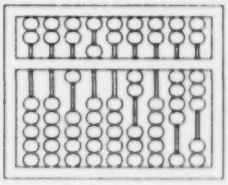
Future Decisions (cont.)

5. After students have completed this task, ask them to write down exactly what they plan to do about each of the items on their "soon" list. They should write a specific contract with themselves including time deadlines, people they will involve and anything else that will be necessary to achieve the plan.

6. Discuss the decisions they have made to accomplish those items marked "soon". Factors it be included in the discussion are:
   - Are the decisions realistic?
   - Are the timelines reasonable?

MATH

Activity: Economics and Your Lifestyle



Purpose of Activity:

To determine how much money individual students will need to live independently.

Materials Needed:

MICRO MCIS (Minnesota Career Information System) software program
Newspaper Classifieds and Advertisements
Catalogs
"Economics and Your Lifestyle" Worksheet

Procedures:

1. This exercise may be done individually, or in small groups.

2. Prior to the lesson, have the students clip from the classified ads a place that they would like to live in (house, apt., room), after they leave home. Have them determine the monthly payment or rent on such a place.

3. Have the students fill out Question #2 on "Economics and Your Lifestyle" Worksheet. Compare the costs per month that various students have in this section.

4. Tell students to list 10 things that they plan to buy to furnish their place of residence. Using catalogs, newspaper ads, etc., have them list a price for each item.

5. Ask the students to total the cost of the furnishings. Divide this by 12 to determine the monthly payments. Assume that the students could pay over the year.

6. Have the students add up the housing payment, food and clothing payment, and monthly furnishing payment.

7. Keeping the sum in mind, have the students determine the minimum salary that they would need. Remind them that 20% to 30% of your salary will be deducted for taxes and other benefits.

8. With the information on the salary they would need, have the students answer Question #18 in QUEST. Have them list five jobs that remain.

Economics and Your Lifestyle (cont.)

9. After students have completed their worksheets, have them list the length of training required for each occupation they listed. What items might they have to "give up" for awhile, in order to get the necessary training.

10. Discuss the importance of considering personal interests and abilities, in addition to beginning wages, when deciding on a career. Job satisfaction, and upward mobility should also be discussed.

11. Students will submit a proposed budget for independent living.

Economics and Your Lifestyle Worksheet

1. Clip from your classified ads in a newspaper a place to live (house, apt., room) to fit your description of where you would to live after you leave home. Monthly payment or rent $ _____

2. After you leave home do you plan to:

   _____ Go out to dinner ($_____/mo.)

   _____ Buy new clothes ($_____/mo.)

   _____ Own a car ($_____/mo.)

3. List 10 things you will buy immediately to furnish your home. Using catalogs or newspaper ads, list a price you would need to pay for the item.

A. _____ $_____	F. _____ $_____
B. _____ $_____	G. _____ $_____
C. _____ $_____	H. _____ $_____
D. _____ $_____	I. _____ $_____
E. _____ $_____	J. _____ $_____
(a) Total $_____	(b) Total $_____

Grand Total for Furnishing = $ _____ (a) + (b)

Divide the Grand Total by 12 $ _____ (if you could pay over one year)

Economics and Your Lifestyle Worksheet (cont.)

4. Now add up your housing payment _____

   Utilities (phone, electric, etc) _____

   Transportation costs (car payment, gas, insurance) _____

   Entertainment and clothing _____

   Monthly payment on furnishings _____

   Groceries _____

   Savings _____

   TOTAL (per month) _____

5. Based on information given above, what would you suggest would be a minimum salary you would need per month? (Remember that 20% to 30% of the salary will be deducted for taxes or other benefits.)

   I would need a minimum salary of _____

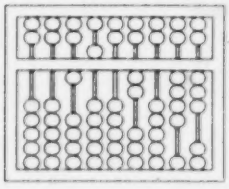
6. Now answer Question #18 in the MCIS QUEST Program. (Type **Select 18,** and then type **only** after the answer). Choose 5 jobs from the list that you would like to do.

   A. _____ D. _____

   B. _____ E. _____

   C. _____

Activity: Job Survey



Purpose of Activity:

To become familiar with sources of occupational information and how they influence career decisions.

Materials Needed:

MICRO MCIS (Minnesota Career Information System) software program or publications such as:
Minnesota Occupational Information
Occupational Outlook Handbook
Vocational Biographies
Minnesota Careers
"Job Survey" Worksheet

Procedures:

1. Have the students complete items 1-4 of the "Job Survey" Worksheet. For item 1 instruct students to talk with adult friends and relatives to find out about their jobs.

2. Lead a class discussion about jobs and where students might find more information about them.

3. Discuss item 4 and why they chose as they did. Clarify understanding of payment of salaries, if needed.

4. Provide students with the Minnesota Career Information System's Occupation List. Ask students to browse through the list and select four unfamiliar occupations and record them under item 5 on the worksheet.

5. Have several students volunteer to read their lists to the class. Allow discussion. Encourage any student who has knowledge of one of the occupations to share it with the class.

Job Survey Worksheet

1. Think of the people you know who work. List the jobs they do and give a brief description of the job.

2. Of the jobs in #1, which ones would you most like to do? Why?

3. Are there some jobs you've heard about or even dreamed about that you'd like to know more about? What are they?

4. People in some jobs make a lot of money. Based on a 40-hour work week, which of the salaries below would you rather have for pay in your job? Please pick one item on each line and place a check mark beside it.

   a. $150 per week or $4.00 per hour

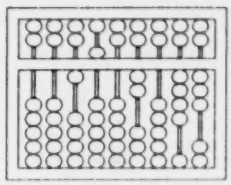
   b. $1,700 per month or $9.50 per hour

   c. $25,000 per year or $12.50 per hour

   d. $1,000 per month or $250 per week

5. Occupation list:

Activity: Opting For Success



Purpose of Activity:

To relate education and training to income.

Materials Needed:

MICRO MCIS (Minnesota Career Information System) software program or publications such as:
Minnesota Occupational Information
Minnesota Careers
Vocational Biographies
Occupational Outlook Handbook
"Opting for Success" Worksheet
Chalk, chalkboard

Procedures:

1. Divide the class into four groups to represent the four training options: on-the-job training, certificate/associate's degree, bachelor's degree and master's degree/doctorate.

2. Instruct each group to name 10 occupations that require their group's level of training. (QUEST can be used to assist in this process.)

3. Have each group collect information about starting salaries for each occupation on their list. Tell each group to compute the average starting salary for their group of occupations. Write the results on the chalkboard.

4. Lead class discussion of the results from each group.

5. Have each student complete the "Opting for Success" Worksheet.

Opting For Success Worksheet

I. Training Category of your group: (check one)

_____ On-the-job training
_____ Certificate/associate's degree
_____ Bachelor's degree
_____ Master's degree/doctorate

List the titles of the 10 jobs from your group and starting wages per hour below.

	Job Title	**Starting Salary (Dollars/Hour)**
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Calculate average starting salary (per hour) for the 10 jobs:

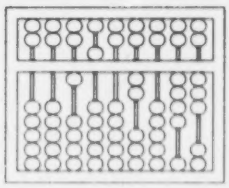
Opting For Success Worksheet (cont.)

II. Compare your occupations and your average starting salary with those of other students. Complete the information below.

Training Category	**Average Starting Salary**
On-the-job Training	_____
Certificate/Associate's Degree	_____
Bachelor's Degree	_____
Master'sDegree/Doctorate	_____

III. Why do you suppose some jobs pay more than others? (Write you own answer to this question below.)

Activity: Sex Roles and Occupations



Purpose of Activity:

To help students learn how their personal sex biases may influence occupational choice.

Materials Needed:

MICRO MCIS (Minnesota Career Information System) software program
QUEST questionnaires (optional)
Chalkboard, chalk

Procedures:

1. Randomly divide the class into four equal groups and clearly identify a Group A, Group B, Group C and Group D. It is important to physically locate Groups A and B in a way that assures they can work and not overhear the discussions of Groups C and D. Having the two sets of groups work at opposite ends of the room should be satisfactory.

2. Distribute a copy of Terry's (female) Personal History to Groups A and B and copy of Terry's (male) Personal History to Groups C and D. **You should note but not tell students** that the only difference in personal histories is the male/female pronouns. This assures that the only cause for differing perceptions about Terry is due to his or her sex.

3. Instruct students to complete QUEST as if they were the person represented in their group's personal history.

4. After students have completed the QUEST, distribute copies of the Occupation List (MCIS User's Handbook) to each group. Instruct students to select three occupations that they think are best suited to the person in the personal history. Ask each group to share their responses from the Activity/Questionnaire.

5. Ask each group to indicate what three occupations they have selected. Record each group's occupation selections on the chalkboard.

6. Instruct the class to make note of significant differences among group responses for both QUEST and the occupations selected. Draw on the chalkboard a chart with columns, one for each group, and 21 rows, one for each QUEST item. Use this to record each group's response to QUEST for easy comparison among groups. (Transparencies and a projector would work equally well.)

Terry's Personal History
Information Sheet

Terry is a 17-year-old senior who is scheduled to graduate in three months. He has made a firm decision not to attend college in the fall and he seems quite committed to remaining in Kingsland, a small town on the south Georgia coast.

Terry is somewhat uncertain about what occupation he wants to pursue; however, he generally prefers working outdoors. In high school Terry always was busy in school activities and seemed to have little time for studies. Even though he seldom worked, he maintained a steady B average. This is largely due to his strong abilities in math and English.

Terry always liked to participate in sports but was never good enough to make the school teams. He satisfied his interest in sports by being on the rally squad. Although many of his friends kidded him, it was an activity he truly enjoyed.

Terry has always seemed "turned-off" by the thought of doing one job for any length of time. Having a family and "settling down" seems a bigger priority to Terry than making lots of money or becoming famous.

What occupations would you recommend for Terry?

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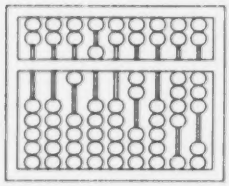
What occupations would you recommend for Terry?

Activity: What a Difference Math Makes



Purpose of Activity:

To demonstrate to students that the number of occupations open to them is affected by the level of their math abilities.

Materials Needed:

"What a Difference Math Makes" Worksheet
"What a Difference Math Makes" Information Sheet
Chalkboard, chalk

Procedures:

1. Have the class discuss how math knowledge affects career choices.

2. Have students refer to "What a Difference Math Makes" Worksheet. Give them time to mark L (low), M (medium) or H (high) in the "My Guess" column next to each occupation to indicate low math, medium math or high math abilities.

3. On the blackboard write the headings: Low, Medium, High. With class discussion, enter each of the occupations in one of the columns. In cases where there is disagreement, have the class vote on where the occupation should go. Then write the actual groups on the board.

4. Discuss the fact that there is a relationship between mathematical abilities and occupational choice. Emphasize that within any occupation, the level of math used by any individual will vary greatly. The important issue is that mathematical ability has a bearing on career choice.

*Note: This activity may be adapted to showing the importance of verbal/ communication skills. Minnesota Career Information System's QUEST program may be used to identify lists of occupations requiring low, medium and high verbal ability. (Select Question 13 and use **ONLY** after the answer.)*

What a Difference Math Makes
Actual Groupings Information Sheet

Low Ability
Airline Ground Crew Workers
Automobile Mechanics
Building Maintenance Workers
Child Care Workers
Construction Labors
Food Processing Workers
Groundskeepers and Gardeners
Loggers
Messengers
Models

Medium Ability
Air Traffic Controllers
Bricklayers
Broadcast Technicians
Business Executives
Cabinetmakers
Chefs and Dinner Cooks
Clergy
Computer Operators
Flight Attendants
Floral Designers
Hotel Desk Clerks
Insurance Agents
Interior Designers and Decorators
Jewelers
Journalists (Writers & Editors)
Opticians
Pharmacists
Photographers
Radio and Television Broadcasters
Social Workers
Stock Clerks
Travel Agents
Upholsterers
Welders

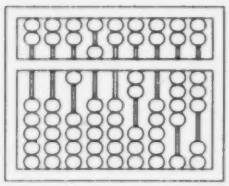
High Ability
Accountants and Auditors
Aerospace Engineers
Architects
Chemists
Civil Engineers
Dentists
Earth Scientists
Electrical Engineers
Engineers
Financial Managers
Industrial Engineers
Judges
Lawyers
Mechanical Engineers
Physical Scientists

What a Difference Math Makes
Worksheet

	My Guess	Actual
Accountants and Auditors	_____	_____
Aerospace Engineers	_____	_____
Air Traffic Controllers	_____	_____
Airline Ground Crew Workers	_____	_____
Architects	_____	_____
Automobile Mechanics	_____	_____
Bricklayers	_____	_____
Broadcast Technicians	_____	_____
Building Maintenance Workers	_____	_____
Business Executives	_____	_____
Cabinetmakers	_____	_____
Chefs and Dinner Cooks	_____	_____
Chemists	_____	_____
Child Care Workers	_____	_____
Civil Engineers	_____	_____
Clergy	_____	_____
Computer Operators	_____	_____
Construction Labors	_____	_____
Dentists	_____	_____
Earth Scientists	_____	_____
Electrical Engineers	_____	_____
Engineers	_____	_____
Financial Managers	_____	_____
Flight Attendant	_____	_____

	My Guess	Actual
Floral Designers	_____	_____
Food Processing Workers	_____	_____
Groundskeepers and Gardeners	_____	_____
Hotel Desk Clerks	_____	_____
Industrial Engineers	_____	_____
Insurance Agents	_____	_____
Interior Designers and Decorators	_____	_____
Jewelers	_____	_____
Journalists (Writers or Editors)	_____	_____
Judges	_____	_____
Lawyers	_____	_____
Loggers	_____	_____
Mechanical Engineers	_____	_____
Messengers	_____	_____
Models	_____	_____
Opticians	_____	_____
Pharmacists	_____	_____
Photographers	_____	_____
Physical Scientists	_____	_____
Radio and Television Broadcasters	_____	_____
Social Workers	_____	_____
Stock Clerks	_____	_____
Travel Agents	_____	_____
Upholsterers	_____	_____
Welders	_____	_____

Activity: Education and Training - Do They Determine Your Job?



Purpose of Activity:

To examine how education and training influence job choices.

Materials Needed:

MICRO MCIS (Minnesota Career Information System) software program
"Education and Training - Do They Determine Your Job?" Worksheet

Procedures:

1. Discuss possible education decisions open to students. Include training programs and military as well as formal schooling.

2. Using QUEST, students are to explore career options available after selecting different levels of education and training. Each student is to complete the worksheet, "Education and Training - Do They Determine Your Job?" (Select Question 17 and use **ONLY** after the answer.)

Education and Training - Do They Determine Your Job? Worksheet

1. Answer QUEST question 17 "**GS ONLY**." From your occupation list, name five interesting occupations that require more than a four-year degree or equivalent.

   a. b. c.

   d. e.

2. Answer QUEST question 17 "**FOUR ONLY**." From your occupation list, name five interesting occupations that require more than two to three years of full-time schooling.

   a. b. c.

   d. e.

3. Answer QUEST question 17 "**TWO ONLY**." From you occupation list, name five interesting occupations that require more than high school graduation (or G.E.D.).

   a. b. c.

   d. e.

4. Answer QUEST question 17 "**HS ONLY**." From your occupation list, name five interesting occupations that require at least a high school diploma.

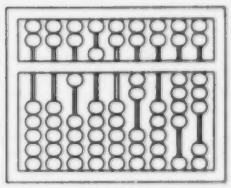
   a. b. c.

   d. e.

5. Circle the occupation listed anywhere on this page that interests you most.

6. How much education/training does it require?

Activity: Take Five



Purpose of Activity:

To heighten student awareness of occupational information such as salary, training, outlook, schools and training sites.

Materials Needed:

MICRO MCIS (Minnesota Career Information System) software program or Publications such as:
Minnesota Occupational Information
Minnesota Careers
Vocational Biographies
Occupational Outlook Handbook
"Take Five" Worksheet
Military Career Guide

Procedures:

Have students work in small groups (two - four) and encourage them to help each other. Each student is to complete a "Take Five" Worksheet.

Note: This is a natural extension of Activities "Opting For Success" and "Education and Training - Do They Determine Your Job?" Students may use the results from this activity to answer questions on their worksheets. If the class has not completed this activity, direct them to appropriate occupational information materials and to the Minnesota Career Information System Occupations file.

Take Five Worksheet

1. Choose five occupations that interest you. Write them down and then answer a - d below for each occupation.

   a. What is the employment outlook for each occupation?
   b. What is the suggested training for each occupation?
   c. What are some schools or training sites for each occupation?
   d. What military training programs are available?

   Occupation 1:

   a.

   b.

   c.

   d.

   Occupation 2:

   a.

   b.

   c.

   d.

   Occupation 3:

   a.

   b.

   c.

   d.

Take Five Worksheet (cont.)

Occupation 4:

a.

b.

c.

d.

Occupation 5:

a.

b.

c.

d.

2. List five occupations that require only on-the-job training.

a. b. c.

d. e.

3. List five jobs that require a bachelor's degree or more.

a. b. c.

d. e.

4. List five jobs that require a doctorate or a master's degree.

a. b. c.

d. e.

Take Five Worksheet (cont.)

5. List five jobs in which starting pay is more than $1,000 per month ($5.77 per hour).

   a. b. c.

   d. e.

6. List five licensed vocational schools that interest you.

   a. b. c.

   d. e.

PHYSICAL EDUCATION

Activity: Fantasy Job

Purpose of Activity: To develop freedom of imagination in thinking about careers and to provide a framework for being specific about job descriptions.

Materials Needed: "Fantasy Job" Worksheet

Procedures:

1. Have students follow instructions on the "Fantasy Job" Worksheet.
2. Have students share their fantasy job with classmates.
3. Discuss with students the importance of being able to fantasize at any point in a career and how fantasies can help them recognize whether or not their jobs are satisfying.
4. Discuss point covered in the "Fantasy Job" Worksheet regarding occupational description information including aptitudes, work setting, wages and outlook.

Fantasy Job Worksheet

Relax, close your eyes and give yourself the freedom to explore the world of work. Imagine you can have any job you want. Now fantasize what it is actually like to work in that job. Use the following criteria to help you be specific and write down your fantasy impressions:

Fantasy Job Title:

Description of job: (What do you actually do? What is the typical day like?)

What kind of abilities or aptitudes do you need to work in this job?

What is the physical setting of job? (place, noise level, hours, large or small company, indoors or outdoors, etc.)

Is this a job you would be happy doing for many years?

What kind of and how much training do you need to do this job?

Fantasy Job Worksheet (cont.)

Do you think this is a job that many others know how to do?

How much are you paid to do this job?

Will there be a need for this type of job in the future? What factors will affect the supply and demand for this job?

What do you like best about this job?

Is there anything you dislike about the job?

Activity: Identifying Enjoyable Activities

Purpose of Activity:

To help students identify the things they like to do and the skills and abilities they use to do them, and to use this information as a basis for occupational exploration.

Materials Needed:

"Identifying Enjoyable Activities" Worksheets 1 and 2
Chalkboard, chalk

Procedures:

Part I

1. Using "Identifying Enjoyable Activities" Worksheet 1, have the students list 15 enjoyable activities. These activities should include work, school, home and leisure.

2. For each activity, the student will indicate the following things: if it is done indoors or outdoors, if it is a physical or mental activity and if it is an employed or volunteer activity.

3. Using "Identifying Enjoyable Activities" Worksheet 1, instruct students to select the five most enjoyable activities and record them on the top portion of "Identifying Enjoyable Activities" Worksheet 2.

4. Ask students to examine their top five activities to see if a pattern develops (example: four out of five are done outdoors or three out of five are physical, etc). If there is a pattern, instruct students to list this under the section marked "Interest Pattern."

5. Ask students to list the advantages/disadvantages of each of the five activities on the bottom portion of "Identifying Enjoyable Activities" Worksheet 2.

Identifying Enjoyable Activities (cont.)

Part II

6. Using the top five activities from "Identifying Enjoyable Activities" Worksheet 2, ask students to begin thinking about why those were chosen as the top five. Explain to students that knowing what they like to do is important, but knowing WHY they chose the activity is even more important in knowing themselves.

7. On the chalkboard, list the following qualities and lead a brief discussion of each:

   Money: comfortable lifestyle, can purchase material goods

   Recognition: fame, respect, popularity, success

   Helping Others: contributing to society, improving the quality of life for others

   Independence: freedom, taking care of self

   Security: safety, love

   Happiness: being content or at peace with self

   Equality: being treated as equal

   Pleasure: fun, excitement

   Family: brothers, sisters, parents, marriage

   Intelligence: smart, well-educated

   Personal Growth: learning something new and useful

   Creativity: using ideas to express self

8. Ask students to look at their top five activities and list each of the above qualities that may apply to their enjoyable activity. (Example: if the student listed "going to the movies with friends" he/she may have chosen this because the activity brings independence, pleasure and happiness.)

9. Ask for volunteers to share their answers with group. Reinforce and offer comment on each student's contribution. Conclude the activity by stressing how these qualities can influence choices that are made in the future.

Identifying Enjoyable Activities
Worksheet 1

Activity	Indoors or Outdoors **I or O**	Alone, Someone Else or Group **A, S or G**	Physical or Mental **P or M**	Employed or Volunteer **E or V**
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				

Identifying Enjoyable Activities
Worksheet 2

Activity	Indoors or Outdoors **I or O**	Alone, Someone Else or Group **A, S or G**	Physical or Mental **P or M**	Employed or Volunteer **E or V**
1.				
2.				
3.				
4.				
5.				
	I or O	**A, S or G**	**P or M**	**E or V**

Composite of Selectors:

Interest Pattern:

	Advantages	**Disadvantages**
1.		
2.		
3.		
4.		
5.		

Activity: Changing Times

Purpose of Activity:

Examine change in making choices and developing plans.

Materials Needed:

MICRO MCIS (Minnesota Career Information System) software program or publications such as:
Occupational Outlook Handbook

Introduction:

The job outlook changes, so students need to be able to look ahead to see where the job opportunities are. In 1870, for example, there were 145,044 blacksmiths in the Occupational Outlook and only 400 electricians. In 1970, there were 468,459 electricians but only 10,277 blacksmiths. A few years ago there weren't enough teachers. In 1980, there were 75,000 more teachers than jobs. Every year, however, more jobs open up for repair people.

It is evident that some kinds of jobs are very hard to get, but other jobs have more openings that people to fill them. In addition, people's ideas about jobs are changing. Fewer people are going to four-year colleges; more are going to community colleges and trade schools, to prepare themselves for the jobs that are available.

Procedures:

1. Have students make a list of four or five physical education occupations they are interested in. Rank order choices.

2. Form groups. Have one student at a time give their top choice. Have students discuss this occupation twenty years ago and what they project it to be like twenty years from now.

3. Ask students if their choices have changed based on the projected outlook of the job.

4. Have students check their career choices with available information and check the demand projected for the future.

Reference: "The Nebraska Career Guidance Program Handbook." Developed as a result of funds from the Carl D. Perkins Vocational Act of 1984 (PL 98-524). Nebraska State Department of Education. P 460.

Activity: Traditional/Nontraditional Careers

Purpose of Activity:

Students examine the influence gender has on career choice.

Materials Needed:

MICRO MCIS (Minnesota Career Information System) software program or publications such as:
Minnesota Occupational Information
"Career List" Handout
Chalk, Chalkboard
Dictionary of Occupational Titles

Procedures:

1. Give students the following "Career List" and ask them to identify whether each is predominantly a male or female occupation.

2. Have students select four of these occupations, determining the qualifications and physical requirements for each selection by using the MCIS Occupations File.

3. Discuss qualifications and physical requirements and question whether there is a good reason for these occupations being predominantly male or female.

4. List on the chalkboard some prospective employers of these occupations. (Would these employers be apt to hire both males and females in each identified occupation?)

5. Have the students discuss why certain people may or may not be hired for their previously selected careers.

Comments: *Gender issues may be discussed. (Ex. When looking at the demand for female mechanics or ministers; how does this influence career choice?)*

Reference: *"The Nebraska Career Guidance Program Handbook." Developed as a result of funds from the Carl D. Perkins Vocational Act of 1984 (PL 98-524). Nebraska State Department of Education. pp 382-382a.*

Career List

1. Fire Fighters
2. Teacher
3. Model
4. Bus Driver
5. Clerk, General Office
6. Police Officer
7. Doctor
8. Musicians, Instrumental
9. Newspaper Reporters
10. Lawyer
11. Ski Instructor
12. Farmer
13. Professional Athlete
14. Miner
15. Pilot
16. Accountant
17. Banker
18. Barber
19. Dentist
20. Construction Worker
21. Mechanic
22. Minister
23. Actor/Actress
24. Secretary
25. Governor
26. Veterinarian
27. Garbage Collector (Sanitary Worker)
28. Nurse
29. Flight Attendant
30 Writer
31. Engineer
32. Hunting and Fishing Guide
33. Insurance Agent
34. Architect
35. Cook

Activity: The Selling of Physical Education and Health Occupations

Purpose of Activity:

To help students recognize how the media influences their opinions about occupations.

Materials Needed:

MICRO MCIS (Minnesota Career Information System) software program or publications such as:
Minnesota Occupational Information
Occupational Outlook Handbook
"The Selling of Occupations" Worksheet
Newspapers

Procedures:

Part I - Home Activity

1. Ask students to watch T.V., read newspapers and listen to the radio for one week and make a list of physical education and health occupations that are mentioned or depicted.

2. Have students note where the occupations were mentioned and whether they were favorably or unfavorably represented on "The Selling of Occupations" Worksheet.

Part II

3. After the week is over, lead the class in a discussion regarding what occupations were identified and how they were labeled. What messages did students get about the occupations (e.g., which were portrayed as "better" and what made them better?).

4. After the class discussion, have each student research two occupations he/she was definitely interested in and two occupations in which he/she was not interested.

5. After researching the occupations, have the students report their opinions about the occupations. Did their opinions remain the same? Change? Why?

The Selling of Occupations Worksheet

Occupation Name	Where did you hear, see or read about the occupation?	What message did you get about the occupation (awesome, excellent, OK, weird)?

Activity: Careers as Health Technicians

Purpose of Activity:

To identify specific entry-level skills required of a variety of health technicians and technologists.

Materials Needed:

MICRO MCIS (Minnesota Career Information System) software program or MCIS Publications
Telephone Directory - Yellow Pages
Guest speakers (optional)

Procedures:

1. Have the students obtain the description of health technicians and science technicians. (See OCC Clusters File)

2. Using the information about these occupations, have the students list five occupational specialties that interest them (e.g., EEG technician, respiratory therapy assistant, medical technologist.)

3. Ask the students to obtain a list of all schools in Minnesota with related vocational training programs. (See PROG file in Programs of Study and Training.)

4. Using the Yellow Pages, have the students locate 10 potential employers for the occupations they have identified as interesting to them. Some phone calls may be necessary to verify that people in the selected specialty are actually employed at the sites.

5. (Optional) Speakers may be invited to the class to speak about the occupations.

6. Ask students to hypothetically choose one specialty they would consider entering. Have students list entry level skills and select a related training program at a specific school. Have them select one of the potential employers. Have students write a paragraph with their selections, giving reasons for their choices.

Note: This activity may easily adapted to explore specialties in other occupations.

Activity: Finding Out About Careers in Physical Education

Purpose of Activity:

To identify three different occupations in the P.E. area; and to describe education requirements and post high school training programs.

Materials Needed:

MICRO MCIS (Minnesota Career Information System) software program or MCIS Occupational Information publication
"Questions For An Occupational Visit"
"Career Search" Worksheet

Procedures:

1. Have students search the MCIS User's Handbook for occupations related to P.E., or read them the list of occupations below.

Selected Occupations Related to Physical Education

Athletic Trainer
Chiropractors
Education Program Specialist (in P.E. area)
Physical Therapists
Professional Athletes
Radio & Television Announcers (Sportscasters)
Editors and Writers (Sportswriters)
Recreation Leaders
Teachers, Elementary & Secondary (P.E. teachers)
Coaches
Small Business Operator
Store Salespeople
Exercise and Aerobics Instructor

2. Have students form small groups, tell the students to choose 3 occupations for research.

3. Have students locate the occupations and program information.

Finding Out About Careers in Physical Education (cont.)

4. Using printed information:
   a. Have the student prepare short descriptions of the three occupations.
   b. Ask the students to identify the major education requirements for each occupation.
   c. Tell the students to identify, when appropriate to the occupation, two or three post-high school training programs.

5. Have students arrange a visit to interview someone employed in one of the three occupations chosen. Remind students to use the "Questions For An Occupational Visit" to construct their own interview form.

6. After completing the interview have class members compare their interview observations with their research into the occupations.

Career Search Worksheet

Directions: This check sheet is designed to direct the use of the printout(s) you receive as you use MCIS. Please check off the categories as they are completed.

_____ 1. Become familiar with the information on your printout(s)

_____ 2. Share printout(s) with your parents/guardians

_____ 3. List names of employer(s) and resource people related to the occupation on your printout(s) and their location (refer to Chamber of Commerce publications, Yellow Pages, newspaper want ads for leads.)

_____

_____

_____

_____

_____

Continue your occupational investigation by arranging for interviews with a least two of the people listed above; prepare for these interviews by becoming familiar with information available in the MCIS Job Search program and by studying "Questions For An Occupational Visit."

Purpose of interview:

_____ seek immediate employment

_____ general information

_____ other (specify):

Comment on your interviews in this space provided:

_____

_____

_____

_____

Questions For An Occupational Visit

You may want to visit someone and talk about a particular line of work. You may also be able to see where the person works. Most people like to talk to about their work, so you do not need to be nervous about contacting someone.

Before you go for the visit, you should become generally familiar with the occupation. The **Occupational Description** or other material will help you.

The following are some questions which are often used in occupational interviews:

1. What is your job like?
   A typical day: What do you do?
   What kinds of problems do you deal with?
   What kinds of decisions do you make?

2. What are the most important personal satisfactions and dissatisfactions connected with your occupation?

3. What social obligations go along with a job in your occupation?
   Are there organizations you are expected to join?
   Are there other things you are expected to do outside of work hours?

4. What things did you do before you entered this occupation?
   Which have been most helpful?
   What other jobs can you get with the same background?

5. What sorts of changes are occurring in your occupation?

6. How does a person progress in your field?
   What is the best way to enter this occupation?
   What are the advancement opportunities?
   What are the major qualifications for success in this particular occupation?

If you decide to follow this occupation, you should remember that every job, even in the same field, is slightly different.

SCIENCE

Activity: Dear Diary

Purpose of Activity:

To identify characteristics of occupations including working conditions, typical activities and the skills needed.

Materials Needed:

MICRO MCIS (Minnesota Career Information System) software program or publications such as:
Minnesota Occupational Information
Vocational Biographies
Occupational Outlook Handbook
Telephone Book
Directory of Local Employers (optional)

Procedures:

1. Explain the following steps for this activity:
   a. Each student will read one occupational description.
   b. Students will write an entry in a diary or a letter home telling about one day or week on the job.
   c. The students must include the information obtained from resources, as well as describe how they personally visualize the job.

2. Use the Yellow Pages, Chamber of Commerce publications or any directory of local employers for each student to contact one person who works in the selected occupation. The student will correspond with this person and ask him/her to provide an actual account of a typical "day in the life" of a worker in this particular occupation.

3. Lead a discussion regarding how the students' perceptions differed from that of the person contacted. Special note should be taken regarding why there are differing perceptions.

Note: You may want to solicit the cooperation of a large firm or agency that will coordinate between the participants and employers. The Chamber of Commerce, Rotary Club, Kiwanis and other service organizations may also be useful contacts for this and similar projects.

Activity: Our Human Environment

Purpose of Activity:

To identify ecosystems and occupations which are related to a few selected ecosystems.

Materials Needed:

MICRO MCIS (Minnesota Career Information System) software program or publications such as:
Minnesota Occupational Information
Vocational Biographies
Occupational Outlook Handbook
List of Ecosystems with Descriptions
Old Magazines
Art Collage Supplies

Procedures:

1. Present the class with a list of ecosystems.

lake	farm
tundra	urban environment
coast	river
open sea	forest
(other)	

2. Have each student select one ecosystem to be the topic of research.

3. Ask each student to make a collage representing the ecosystem; for example, students may choose coastal scenes, pictures of tide pools, etc., to represent the Alaska coast.

4. Have the student select occupations that are specific to the ecosystem they have chosen.

5. Tell the student to "put people into the picture" by adding photographs of men and women working in the ecosystem; for example the lake collage might include a charter boat, fishery, wild rice field, fishermen/women, etc.

6. Have each student write a report on one of the occupations selected.

7. Give students a choice of one of these related activities:
   A. Build a physical model
   B. Construct a photo essay
   C. Keep a career journal

Activity: Comparing Careers In Science

Purpose of Activity:

To compare two related occupations in the science field, and to learn to what extent education and training affect earnings and opportunities for advancement in the field.

Materials Needed:

MICRO MCIS (Minnesota Career Information System) software program
Comparing Careers in Science Worksheet

Procedures:

1. Ask the students to create two science-related occupational lists — one requiring four or more years of education beyond high school, the other requiring less than four years training. Occupations may be sorted according to training requirements by using the MCIS QUEST program and answering Question # 17. Use code words reflecting less than 4 years followed by the word **ONLY**. Then re-do with 4 or more years beyond high school and the word **ONLY**. Keep the lists of science occupations in separate piles.

2. Students should use MICRO-MCIS and the career center (if available) and the library to gather occupational information.

3. Follow with a class discussion exchanging findings. Student will describe how training and education affect career choice.

4. A visit to a job site could be valuable addition to the previous activities.

Comparing Careers in Science Worksheet 1
Science Related Occupations

	Four or More Years Beyond High School	Less Than Four Years Training
Enter wage (hour, week, month)		
Abilities required		
Personal qualities required		
Union or license		
Education required		
Specific high school courses		
Where can you get training near you?		
Outlook over the next 5-10 years		
Where would you work? Indoors, outdoors, large city, etc.		

Summary	**Four or More Years Beyond High School**	**Less Than Four Years Training**
Advantages		
Disadvantages		

(Optional)
Interview of a person in this field

Activity: Ball of string

Purpose of Activity: Student will describe the interconnectedness of careers.

Materials Needed:

MICRO MCIS (Minnesota Career Information System) software program
Ball of string
Name tag materials

Procedures:

1. Have each student select a career, making sure there is no duplication and also have a good cross-section including some science oriented careers.

2. Have each student make a name tag listing the career chosen.

3. Each student completes a brief occupation research of the chosen occupation.

4. Arrange the students in a circle. Hand the string to any student; have them hold the end of the string and describe what they do in their career.

5. When the student is finished, ask, "Who might make use of this career?" Select any student who raises hand, and ask, "How would you make use of this career?" If the student answers appropriately, the ball of string is unrolled and passed to that student, with the first student still holding the end of the string.

6. The second student now describes what is done in their career. Again, you ask, "Who might make use of this career?" A third student is selected and asked, "How would you make use of this career?" Assuming an appropriate answer, the ball of string is passed to that student, with the second and first students still holding on the the string.

7. This process continues until the string has passed through all hands. The string should be held taut, to show the connection and overlapping across circle.

8. Now select a couple students to be removed from the circle, indicating illness, retirement, laid off, replaced by new technology, etc. Discuss what happend to the string -- it goes slack. Who takes up that slack? Discuss the importance of all work to society.

Activity: Recreation Careers

Purpose of Activity:

To list careers in recreation field and the qualifications for those jobs.

Materials Needed:

MICRO MCIS (Minnesota Career Information System) software program
MN State Parks and County Park Maps
Parks & Recreation Division, Department of Natural Resources

Procedures:

1. Define: Recreation site. (Ex. State parks, lakes, dams, forests, other sites.)

2. Using MN State Parks maps, find the state and county parks near school. What recreational facilities are offered locally?

3. Ask students to respond to questions concerning recreation sites (students may need to write answers on a piece of paper).
   A. Ask students to name their favorite recreational activity.
   B. What kind of equipment is used for this activity?
   C. Who provides the site for this activity?
   D. Do weather conditions or seasons affect this activity? How?
   E. What safety rules must you follow to participate in this activity?
   F. Make a list of job titles of those who make this activity possible.

4. Have students expand their list of jobs (from above) associated with recreation.

5. Have students pick two recreational jobs they might like to have and find what education and physical qualifications are necessary. Use MCIS occupation and program files.

6. Share information with class.

7. Invite a speaker from the county or local city park and recreation department to talk to students as a follow-up activity.

REFERENCE: The Nebraska Career Guidance Program Handbook. Developed as a result of funds from the Carl D. Perkins Vocational Act of 1984 (P.L. 98-524). Nebraska State Department of Education, P. 474.

Activity: Our Feet On The Ground

Purpose of Activity:

To identify occupational specialities that exist within the area of geology.

Materials Needed:

MICRO MCIS (Minnesota Career Information System) software program or publications such as:
Minnesota Occupational Information
Minnesota Programs of Study
Dictionary of Occupational Titles
Occupational Outlook Handbook
"Our Feet On The Ground" Worksheet

Procedures:

This activity is designed to give students an idea of the specialities that may exist within a general occupational title, like "geologist." It is a very small occupation, however, and each of the occupational specialities that the class will work on in this exercise is even smaller.

1. For each occupational speciality, have the student answer:

   A. What are the tasks performed by the geologist in the specialty?
   B. How does the geologist serve industry and/or society?
   C. What are some of the opportunities for technical assistant positions?

2. Suggest the following resources for students' research:

   A. Minnesota Career Information System's occupational printout (Geologist); and program of study printout (Geology).
   B. Occupational Outlook Handbook (See Geologist and Geophysicist.)
   C. Dictionary of Occupational Titles (See Geologists).

3. (Optional) Field trips or speakers (geologists) may augment this activity.

Our Feet On The Ground Worksheet

1. Petrologists
   D.O.T. 024.061-046
2. Volcanologists
   D.O.T. 024.061-086
3. Seismologist
   D.O.T. 024.061-050
4. Paleontologist
   D.O.T. 024.061-042
5. Stratigraphers
   D.O.T. 024.061-054
6. Geophysical Prospector
   D.O.T. 024.061-026
7. Mineralogist
   D.O.T. 024.061-038
8. Geophysicists
   D.O.T. 024.061-030
9. Petroleum Geologist
   D.O.T. 024.061-022
10. Hydrologist
    D.O.T. 024.061-034

For three of the ten listed occupational specialities, provide the following:

A. Tasks performed by the geologist in the speciality:

_____

_____

_____

B. Ways the geologist serves industry and/or society:

_____

_____

_____

C. Opportunities for technical assistants in the specialty:

_____

_____

_____

Activity: Viewmaster

Purpose of Activity:

To observe work performed in the science industry and identify the skills and training necessary for that work.

Materials Needed:

MICRO MCIS (Minnesota Career Information System) software program or other career resources

Procedures:

1. Arrange a field trip to a science-related industry.
2. Instruct students to observe and discuss the job tasks performed by specific workers.
3. Upon returning to class, have students summarize 10 job activities noted during the field trip. These activities can be presented in a short written or verbal report. Students should refer to career resources for more information on the occupation.
4. Ask students to identify individuals including women and men, people of color, and people with disabilities in occupations as possible information resources, role models, or mentors.
5. Ask students to consider high school and post-high school courses that provide necessary skills to perform the job and include these in their report.
6. Have students share their reports with the class. Use the reports to stimulate discussion about the relationship between education and job alternatives after high school.

Note: Choice of field-trip sites to include non-traditional role models including women and men, people of color, and people with disabilities. This activity can be adapted to explore careers in any production occupation which allows visitors.

SOCIAL STUDIES

Activity: What Shall I Do Now?

Purpose of Activity:

To become aware that occupations can be closely related and that occupational worker traits may overlap. To gather data to make decisions.

Materials Needed:

MICRO MCIS (Minnesota Career Information System) software program
QUEST Questionnaire (Optional)
Occupational Outlook Handbook

Procedures:

1. Hand out the personal histories.

2. Arrange the class in small groups.

3. Ask each group to complete QUEST for Jeff or Michelle using the information provided.

4. Some useful ground rules for group discussion include:

   A. Students should not seek total agreement on the answer, but should strive for general agreement.
   B. The responsibility for leading the discussion into each QUEST question should be rotated among group participants.
   C. Students should be reminded that there is no correct answer, and that they have considerable freedom in interpreting Jeff and Michelle's personal histories.

5. Have each group take a complete QUEST and obtain a list of occupations for Jeff or Michelle. Have students get an appropriate occupational description, determine the preparation, locate the program and acquire the necessary school information.

6. Discuss decisions Jeff or Michelle might make.

7. Discuss the discrepancy in QUEST responses among groups, and the reasons that the occupations, programs, etc., which one group selected, might differ from those of another group.

Evaluation Methods: Student will explain how the same group of worker traits may make them suitable for several different occupations.

Personal Histories

Personal History of Michelle

Michelle is eighteen years old. In a short while, she will graduate from high school. Her grades are good, especially in math and science. She is an intelligent and energetic person with an active and questioning mind. Michelle likes working with people, but would like to continue to study and eventually work in an area related to science.

Michelle feels strongly about someday having a family. She has equally strong feelings about continuing her education and attending college. Her family is moderately supportive of her wish to go to college, but point out the conflict of having a family and/or a career. They question whether a college education would be "wasted" on someone who may well end up in the home. Her folks are not particularly affluent, but the money for her education can be found.

What suggestions do you have for Michelle?

Personal History of Jeff

Jeff is a nineteen year old senior. His interest in standard school curriculum is minimal, and, as result, his grades are only average. He has a problem thinking in terms of a "career".

Jeff reads extensively for pleasure, and frequently attends movies. He loves music and is in the process of learning to play the guitar. Jeff is very bright, and is comfortable around people. He likes to travel and loves the out-of-doors.

He will soon be out of school, and faced with an "unappealing" job market. He understands and accepts the need for some kind of job (food, rent, etc.), but doesn't really know where to start looking.

Do you have any suggestions for Jeff?

Activity: From Raw Resources to Jobs

Purpose of Activity:

To help students understand how the process of developing raw resources into finished goods relates to occupations.

Materials Needed:

MICRO MCIS (Minnesota Career Information System) software program or publications such as:
Minnesota Occupational Information
Occupational Outlook Handbook
Vocational Biographies
Minnesota Careers

Procedures:

1. Using occupational materials, develop a list of production and distribution cycles such as food, auto, construction, textiles.

2. Divide the class into groups of five to seven students. Assign a production and distribution cycle to each group of students.

3. Have each group divide their production and distribution cycle into specific stages tracing product development from raw resources to consumable goods.

4. Ask each group to do one or both of the following:

   a. Identify as many occupations as possible associated with each phase of the process. For example, the food production and distribution cycle might be broken down into jobs related to farming and harvesting (e.g., farmers, soil conservationists, seed salespeople), occupations involved in farming equipment (e.g., tractors, irrigations, mechanics) and occupations involved in marketing (e.g., canneries, exporters, distributors). The group will then research six occupations in each production and distribution cycle.

   b. Identify the three most common occupations associated with each stage of the manufacturing and delivery process. Of these occupations, the group will identify those with the highest wage and best outlook and the occupation they consider "most desirable." Discuss (1) how wage and outlook interact with perceptions of "desirability," (2) why particular occupations command a high wage or are in demand and (3) how the nature of the work changes as the process gets further away from raw resources.

Activity: The Bobilator

Purpose of Activity:

To help participants recognize the influence of occupational and educational information in the career exploration process and to recognize which information components are the most valuable to them as individuals.

Materials Needed:

"The Bobilator Decision Sheet"
Bobilator overhead transparencies and overhead projector or printed copies of information steps.
Note: If you intend to have participants continue beyond the exercise to complete personal occupational and educational research, you will also need MICRO MCIS (Minnesota Career Information System) software program or publications.

Procedures:

One class period (one hour) for the Bobilator Exercise. Additional computer and discussion time for research if desired.

Information presented on the Bobilator Decision Sheets in steps 3 through 6 is current and should be updated each year for accuracy.

1. Introduce the Bobilator as a short, light activity that will help the participants learn about occupations with regard to the specific occupational features important to each person (note that different features are important to different people).

2. State that you will show them a list of 10 occupations that are "real jobs" in Minnesota. Although these are real, you have disguised the actual job titles.

3. Hand out the Bobilator decision sheet. If you are using an overhead projector, display the decision sheet there also.

4. Instruct participants to rank occupations from the worksheet on the basis of job title alone and note their selections in column 1 of the decision sheet. (If you are using this activity as a quick introduction to the MCIS information files, have participants rank only their first three choices in each step.)

5. Once individual priorities are made, encourage students to guess what the real job titles might be (facilitate a lively, fun series of guesses.)

The Bobilator (cont.)

6. Facilitate a brief (five minute) discussion focusing on the following questions:

   a. Would you feel comfortable or fearful about starting work tomorrow in the first occupation you selected? Remember, the only fact the participants know for sure is the job title. Instructors can help participants distinguish between assumptions and facts.

   b. What else would you want to know about the occupation before starting work? You may want to record these answers for further discussion.

7. State that additional factual informational about each occupation is available and will be presented in the course of the activity. Reveal the information contained in step 2 of "The Bobilator Decision Sheets". Participants are to review the cluster information and again rank occupations based on job title and cluster.

8. Continue this step-by-step review and ranking process for steps 3 through 6. When participants reach step 5, conduct a brief discussion focusing on the following questions:

   a. Have your top choices changed from step 1?

   b. What information influenced these changes and/or what information influenced you to stay with your original decision?

9. When step 6 is completed, ask participants to discuss what the occupations might actually be based on the information they have obtained from steps 2 through 6.

10. Display the actual job titles. You can display job titles in one of two ways:

    a. A quick strategy is to display the MCIS titles and occupational numbers on the overhead or on a handout.

    b. A more instructional method is to display only the MCIS occupations number and have the participants look up the occupation titles and information in the MCIS information files. This strategy is an effective method for teaching occupational and educational research skills.

11. As you present each new piece of information, step-by-step, note where the information is contained in the MCIS files and explain its particular features.

The Bobilator Decision Sheet

Step 1:

Look over the job listed on the decision sheet. Discuss briefly within your group what the job might be. Then, individually, with no more information, rank the jobs from 1 to 10 from least to most interesting to you. Use Column #1.

Job Title	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7
1. Bobilator							
2. Gastronomist							
3. Extricator							
4. Arbologist							
5. Husher							
6. Wrencher							
7. Knowleologist							
8. Tackalotter							
9. Fixer							
10 Haulassister							

The Bobilator Decision Sheet (cont.)

Step 2

Now, here is a bit of information about each job; in column #2 rank the jobs again, taking into consideration the new information.

1. Bobilator -- Personal Care
2. Gastronomist -- Food Service
3. Extricator -- Health Service
4. Arbologist -- Agriculture, Forestry and Fishery
5. Husher -- Clerical Service
6. Wrencher -- Construction
7. Knowleologist -- Social Service
8. Tackalotter -- Construction
9. Fixer -- Mechanics
10. Haulassister -- Transportation

Step 3

How important is money? Here is the salary range for each job. Re-rank them in Column #3, considering both the kind of work and the pay. Does your ranking change much?

1. Bobilator	1200 - 1800/mo
2. Gastronomist	1600 - 3500/mo
3. Extricator	3000 - 7000/mo
4. Arbologist	2200 - 3000/mo
5. Husher	1500 - 1800/mo
6. Wrencher	3000 - 4800/mo
7. Knowleologist	1700 - 4000/mo
8. Tackalotter	1500 - 3500/mo
9. Fixer	1600 - 2800/mo
10. Haulassister	1600 - 2600/mo

The Bobilator Decision Sheet (cont.)

Step 4

Will you be able to find a job if you train for it? Here is the occupational outlook for each job. Re-rank them if you choose, considering the work, the pay and the outlook.

1. Bobilator -- Balance to slight surplus
2. Gastronomist -- slight demand
3. Fxtricator -- slight surplus
4. Arbologist -- surplus
5. Husher -- surplus
6. Wrencher -- surplus
7. Knowleologist -- surplus in most areas; demand in some specialties
8. Tackalotter -- Surplus
9. Fixer -- balance to demand
10. Haulassister -- surplus

Step 5:

How much training do you wish to go through: Are you willing to attend school for several years or can you get what you want with on-the-job training?

Below are the training requirements for jobs. Re-rank the jobs as necessary, considering the work, the pay, the outlook and the training required.

1. Bobilator: Cosmetology school, or Technical College
2. Gastronomist: College, or or technical school
3. Extricator: College
4. Arbologist College
5. Husher: College or on-the-job training
6. Wrencher: Apprentice or on-the-job training
7. Knowleologist: College
8. Tackalotter: Technical College, Apprenticeship or on-the-job training
9. Fixer: Apprentice or on-the-job training
10. Haulassister: On-the-job training, formal training

The Bobilator Decision Sheet (cont.)

Step 6:

What are the working conditions? Consider each as listed, then re-rank them using all the previous information.

1. Bobilator -- Indoors; standing; long hours, some Saturdays
2. Gastronomist -- Indoors; standing; heat; odd hours
3. Extricator -- Indoors; close people contact; 40-50 work week (regular hrs)
4. Arbologist -- Indoors and outdoors; physical; hours vary
5. Husher -- Indoors; standing; lifting; walking; carrying; repetitive
6. Wrencher -- Outdoors or indoors; physical; can be independent; hours vary; often carry heavy objects
7. Knowleologist -- Indoors; work with many people; regular hours with some evenings and weekend hours.
8. Tackalotter -- Indoors; outdoors; physical and heavy; can be independent; hours vary
9. Fixer -- Indoors, regular hours, some weekends
10. Haulassister -- Continuous, long hours sitting and physical

Step 7

From the information you have, discuss what these jobs might actually be. List your conclusions in Column #7.

When you have completed this task, ask the facilitator for the list of actual jobs.

1.	Hairstylist	8624
2.	Chef	7824
3.	Dentist	8142
4.	Forester	4124
5.	Library Technical Assistant	1428
6.	Plumber - Pipefitters	4274
7.	Secondary School Teachers	8456
8.	Carpenter	4254
9.	Appliance Repairers	3169
10.	Local Truck Driver	6144

***Note:** Code numbers (and salaries) may change.*

Activity: Summer Employment

Purpose of Activity:

To identify common sources of employment and to consider resources students have at their disposal in their search for a summer job.

Materials Needed:

MICRO MCIS (Minnesota Career Information System) software program or publications
"Finding Summer and After-School Employment" Handout
"Questions to Discuss with Your Family" Worksheet

Procedures:

1. Tell students that "First we are going to learn some things about job hunting - Where to look and how to go about it."

2. Ask students what kind of work they have done. Have these been paying jobs?

3. Ask students if they have done any volunteer work. What have they done as a volunteer?

4. Remind students that there are quite a variety of jobs even though young people are limited in their search because of their age and lack of experience.

5. Have student go through handouts, "Finding Summer After-School Employment" and "Questions to Discuss With Family."

6. Allow time for discussion and/or questions after going through each worksheet.

Note. As you go through the items listed in the handout, help students to think thoroughly and creatively about who they know and how they can create a job for themselves. For example, instead of taking care of one or two children for a working mother, they might consider asking a friend to explore the possibility of establishing a small play group in their home or at their church, if there is none. What about a plant watering service for people on vacation? How about running errands for an elderly person or organizing a grass cutting and maintenance service for the neighborhood?

Evaluation Methods: Students will have generated a variety of options for obtaining summer or after-school employment within their own community.

Finding Summer and After-School Employment

I. What kind of job are you looking for?

A. One that will maximize earnings.

- If earnings are your priority, work involving heavy physical labor or difficult work conditions usually pay best: construction companies, logging, warehouse, fishing, state highway department, etc.

B. One that will combine earnings with relevant experience.

C. One in which earnings are not very important but which will provide the most relevant experience in the field you want to explore.

- Consider volunteer occupations instead of paid employment or in addition to it. Volunteering will often allow you to work at a level of responsibility for which you would not be hired.

- Consider also courses in business skills, computer skills, or in a specific field related to your interests. One summer of special training can open many doors for future part-time or summer employment.

II. How can you find or create possible openings?

A. Yellow Pages:
It is very useful for finding out whether certain types of services or occupations exist in your community, the approximate size of the company, the address and telephone number, and sometimes the name of the person to contact. The Yellow Pages groups together all related businesses, therefore simplifying looking for a specific field or type of work.

B. Everyone you know:
Include friends, relatives, neighbors, teachers, etc. It pays to be bold. However, be as business-like with them as with personnel people. They are, after all, prospective employers.

C. Newspapers, directories, local employment agencies:
These sources list job openings but most jobs open to teenagers often are not listed.

D. Large hospitals, colleges, and universities, etc.:
These institutions have special bulletin boards for openings. Find out where they are and check them regularly.

Finding Summer and After-School Employment (cont.)

E. Shopping centers and shopping malls:
Spend a day making inquiries at each place of business.

F. Minnesota State Department of Jobs and Training:
Your local office could be a good source of job listings for teenagers.

G. Classified Ads:
Place ads in local newspapers about services you can provide or the type of work you desire.

H. Design and organize a service:
Advertise informally in your neighborhood. Use church or supermarket bulletin boards.

III. Whom should you approach?

A. Identify the manager, director, or person in charge.

B. Ask for a specific job or position or inquire about a specific area or office. ("I am interested in a position in your business office.")

C. Send a letter of application and resume.

D. Try to speak to the person in charge. Remember, the secretary cannot hire you!

IV. How do you follow up?

A. Contact the same person whom you dealt with initially.

B. Keep calling. Show interest and persistence. Calling once a week is not too often unless told otherwise.

C. Be prepared to go back when asked. It is important to be readily available for follow-up interviews.

V. What about your appearance and behavior?

A. Dress appropriately for the interview. Even if the job itself requires jeans, wait until you've been hired.

B. Be prompt. Demonstrate by your behavior that you will be a responsible worker.

C. Treat the interviewer with thoughtfulness and respect even if it is a friend or relative you have known a long time.

Sources Of Summer Jobs

Parks
Amusement parks
Camps
Recreation centers
Fast food operations
Sales
Hospitals
Friends and relatives
Shopping Malls
Country clubs
Political organizations
State and local government
Lawn mowing care service
Day care centers
Construction

Services That I Can Provide

Babysitting
Lawn and garden care
Housecleaning
House, plant or petsitting
Window washing

Questions To Discuss With Your Family About Summer and/or Part-Time Employment Worksheet

1. How many hours are you willing to work?
2. What hours are you willing to work?
3. What days are you willing to work?
4. Are there any medical restrictions on your work such as allergies, lifting weight, etc.?
5. Do you have transportation to and from the job?
6. Are there any family vacations or special camps that you need to be free for?
7. What experience do you have in work or activities similar to this job?
8. Do you know anyone who has worked in a job like this?
9. Do you have any special skills? -- a keyboard class, experiences with a computer?
10. Do you have a driver's license?
11. Do you have a car that you are willing to use in your work?
12. Do you have a Social Security number? Do you have it with you?
13. How much money do you want to earn?
14. What do you plan to do with the money?
15. If your plans include saving money for a special purchase, what is your savings plan?
16. Are there special family concerns about money you earn and its effect on family income?
17. What effect will your work have on grades and extra-curricular activities?
18. Does the work require any special clothing? -- If it does, who supplies these clothes?
19. Do you want summer employment that leads to a part-time or full-time job?
20. When thinking about special purchases, what are the hidden costs?
    Cars require: license, insurance, gas, and maintenance such as new tires, tune-ups, etc.
    Tape players require tapes to play.

Activity: Building a Community

Purpose of Activity:

To help students better understand the relationship between occupations and community needs.

Materials Needed:

MICRO MCIS (Minnesota Career Information System) software program or *Minnesota Occupational Information* publication.
Magazines
Miscellaneous supplies (glue, magic markers, crayons, cardboard)
Chalk, chalkboard

Procedures:

1. Have each student select an occupation.

2. Explain that a community will be formed from their choices of occupations and list all occupations on the board.

3. Have the class analyze the list on the board and obtain information regarding each occupation to see how it may fit into a functional community. Identify community needs not being met and what occupations will meet them. Students who need to change may select another occupation to fit the community's needs (e.g., if there are too many of one occupation, discuss what might happen to the economy of the community).

4. Ask students to construct a collage or cardboard city representing their community.

Building a Community (cont.)

Variation

1. Present students with the following imaginary situation:

   Imagine that 20 people are going to establish a community in Minnesota. Nothing is there now except some buildings that could be used for temporary living. There is potential wealth in natural resources, recreation and tourism, and agriculture. No additional information is available.

2. Have the class identify the 20 occupations they think most important to have represented. They should use the MCIS Occupation List.

3. Ask students to list personal attributes and abilities they think most important for the "settlers" to possess. Follow with a discussion on how closely the personal attributes match the occupations. The discussion also should focus on why the occupations and attributes were selected.

4. Instruct students to identify and discuss the high school course work most applicable to ensure the success of the community.

Activity: Setting Goals and Researching Career Information

Purpose of Activity:

To help students identify high school courses that are relevant to their goals.

Materials Needed:

MICRO MCIS (Minnesota Career Information System) software program or publications such as:
Minnesota Occupational Information
Minnesota Program of Study
Occupational Outlook Handbook
Vocational Biographies
Minnesota Careers
"Goals and Research" Worksheet

Procedures:

1. Have the students complete the goals section of the "Goals and Research" Worksheet by completing the following steps:

   a. Determine the occupational cluster for each occupation.

   b. Identify three occupations they may wish to pursue after high school.

   c. Identify the related postsecondary programs of study.

   d. List some personal goals, such as "playing the violin," "travel," and "volunteering in a hospital."

2. Using the MCIS Occupational Cluster Information, have the students complete the Research section of the worksheet. Instruct students to:

   a. List high school subjects that will help them meet their goals. MCIS Occupation and Program Files have information about high school courses helpful in preparing for each occupation.

   b. Identify three postsecondary educational institutions or opportunities such as colleges and universities, technical institutes, vocational schools, military, apprenticeship or on-the-job training.

   c. Record the resources they used for their research.

Setting Goals and Researching Career Information (cont.)

Goals

Educational Goal(s):

Graduate from _____ High School.

Occupational Goal(s):

Prepare for work as

a(n): _____

In occupational cluster _____

related post-secondary program of study _____

or: _____

In occupational cluster _____

related post-secondary program of study _____

or: _____

In occupational cluster _____

related post-secondary program of study _____

Personal Goal(s): _____

_____

_____

Setting Goals and Researching Career Information Worksheet (cont.)

Research

High school courses need to achieve your educational, occupational and personal goals:

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

School or training program choices after high school:

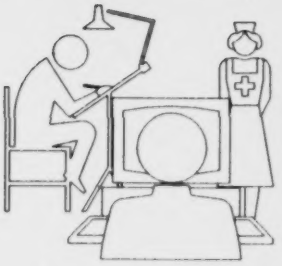
_____ _____ _____

Sources of Information

_____ _____ _____

date:___/___/___ date: ___/___/___ date: ___/___/___

VOCATIONAL STUDIES



Activity: Do You Want to Work With People?

Purpose of Activity:

To recognize the impact working with others has on career choice.

Materials Needed:

MICRO MCIS (Minnesota Career Information System) software program or publications such as:
Minnesota Occupational Information
Occupational Outlook Handbook
Vocational Biographies
Minnesota Careers
Dictionary of Occupational Titles
"Do You Want To Work With People" Worksheet

Procedures:

1. Work individually, or in pairs.

2. Using MCIS QUEST Program, have the students answer questions #4 and #5 --"Working With Others" and "Persuading" with "**YES ONLY**." Have the students list the five most interesting jobs that are left on their list.

3. Have the students explain how each of the five jobs involve working with people.

4. Have the students list five jobs that are not on the list.

5. Of the five jobs chosen, have the students explain whether the person in that type of job works mostly with things (machines) or information (data). You may refer students to MCIS occupational information and/or Dictionary of Occupational Titles.

6. Of the ten jobs they have investigated, have the students choose one. Does that job involve working with people, data, or things?

7. Discuss the ways that various students feel about the issue of working with people.

Do You Want To Work With People?

1. What happens when you answer "**YES ONLY**" to Questions #4 and #5?

2. List 5 of the most interesting jobs that are on the list.

   A._____ D._____

   B._____ E._____

   C._____

3. Tell how each job listed above involves working with people:

   A._____

   B._____

   C._____

   D._____

   E._____

4. List 5 interesting jobs that are not on the list:

   A._____ D._____

   B._____ E._____

   C._____

5. For each job just listed tell whether the person works mostly with things (machines) or information (data).

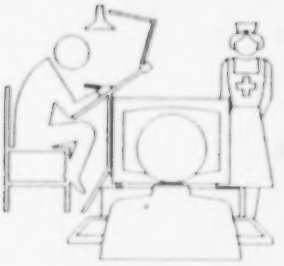
   A._____ things _____ data D. _____ things _____ data

   B._____ things _____ data E. _____ things _____ data

   C._____ things _____ data

6. Circle the job listed any place on this page that interests you most. Do you think you prefer working with:

   people _____, data _____, or things _____.



Activity: Qualities Employers Seek

Purpose of Activity:

To identify qualities employers commonly seek in employees. Students will list traits of a good worker and rate themselves on these qualities.

Materials Needed:

MICRO MCIS (Minnesota Career Information System) software program: Job Search file or Job Search section of the publication *Minnesota Occupational Information*
Guest speakers - Employer, Employee
"Employer Expectations" Handout

Procedures:

1. Have students brainstorm a list of traits describing a good worker. (See attached handout.)

2. Then ask students to prioritize these traits from most important to least important. (This could be done by voting on each trait.)

3. Have an employer talk with students regarding "What it takes to be hired and to be a good employee."

4. Have an employee talk with students regarding "What it takes to be hired and to be a good employee."

5. Compare the student generated list to the employer and employee lists.

6. Then have students rate themselves as a worker according to these lists - at home, at school, etc., on a piece of paper.

Tips: ***It would be beneficial to have more than one employer and employee. Talk to students to get a variety of ideas. If there are students in class who are employed, let them share with the class the details of how they were hired.***

Employer Expectations

CAPABILITY: Give your best performance. You will be considered for advancement only if you are doing an excellent job in your current assignment.

DEPENDABILITY AND PROMPTNESS: Notify your employer if you must be absent (e.g., illness). Chronic absence or lateness are major reasons for firing.

COOPERATION: Helping others improves the work environment and makes co-workers more willing to help you.

INITIATIVE: If you finish an assignment early and supervisor is unavailable, use the extra time to do more work or learn more about the job, rather than visiting.

LOYALTY: Speak well of your company. If you are critical, people wonder why you stay. If you are too critical, you may not be allowed to stay.

HONESTY: Don't take office supplies or company materials for personal use. Be honest with materials, services and time.

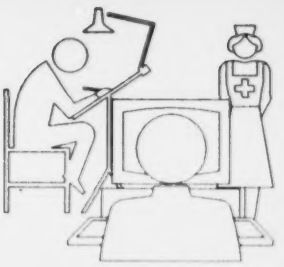
ACCEPTANCE OF ASSIGNMENTS AND RESPONSIBILITIES: Be flexible; your work assignment may change in response to changing circumstances.

EFFORT FOR IMPROVEMENT: Think of ways to improve the job. Initiating improvements and increasing productivity leads to advancement.

ACCEPTANCE OF CRITICISM: When your actions do not conform to your employer's standards, accept criticism graciously and make the necessary improvements.

PLEASANT DISPOSITION: Be sensitive to other people's needs. If your needs are not being met, resolve differences through negotiation rather than arguing or fighting.

Since you will be an employee soon, can you think of items to add to this list? If so, list them below.



Activity: Personal Characteristics & Occupational Choice

Purpose of Activity:

To recognize personal traits and understand their importance in occupational choices.

Materials Needed:

MICRO MCIS (Minnesota Career Information System) software program
Occupational Outlook Handbook
Jack's Personal Histories
(Optional) Micro SKILLS software program

Procedures:

1. Divide the class into small groups.

2. Distribute a copy of "Jack's Personal Histories:" to each student. Use Personal History I.

3. Ask each group to complete QUEST for Jack using the information provided. Groups will likely negotiate answers. Micro SKILLS could also be used.

4. Each group should take a completed QUEST to the computer and obtain a list of occupations for Jack.

5. Select 2 or 3 occupations from the QUEST list which are most appropriate for Jack. Encourage the students to study the occupational descriptions and preparation statements as well as program and school information for the occupation.

6. Repeat steps # 2 - 5 using Personal History II.

7. After occupations have been selected for both Jack I and Jack II, compare the occupations and take note of any significant differences.

8. Discuss how Jack's personal characteristics influenced his occupational choice.
   a. How did Jack's family income affect his occupational choice?
   b. Did Jack's interest in school affect his job choice?
   c. What were the differences in Jack I and Jack II that resulted in different occupations?

Evaluation Methods: Students will list their own personal characteristics that will influence their occupational choice.

Jack's Personal Histories

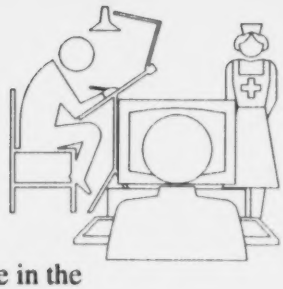
Note: Instructors are encouraged to change the facts of the personal history to fit the course's focus.

Personal History I

Jack is a nineteen year old senior. His grades are excellent and he excels in virtually all subjects. He is interested in the sciences with a special interest in mechanics. He has repeatedly scored in the highest percentiles of national mathematics tests. Jack is from a large family; however, his mother is a successful business person and she can afford to send Jack to any school she wishes. Jack wants very badly to stay in Minnesota, and is also somewhat cautious about attending college. What should Jack do?

Personal History II

Jack is a nineteen year old senior. His grades are average, at best, and he has particular difficulty with English courses. He has a strong interest in mechanics, and frequently spends his weekends working on old cars. Jack is from a large family, with only an average income, and he also has some concerns about the costs of his education. Many of his friends have gone to college and dropped out. This concerns Jack, and he wonders if he should attend college. He likes Minnesota very much, and thinks he would like to live in a rural area. What should Jack do?



Activity: Commercial Kitchens

Purpose of Activity:

To identify the many types of employment available in the food service cluster. Students will explain how commercial kitchens differ from home kitchens and list three jobs available in commercial kitchens.

Materials Needed:

MICRO MCIS (Minnesota Career Information System) software program or publications such as:
Minnesota Occupational Information
Occupational Outlook Handbook
Vocational Biographies
Minnesota Careers
Dictionary of Occupational Titles

Procedures:

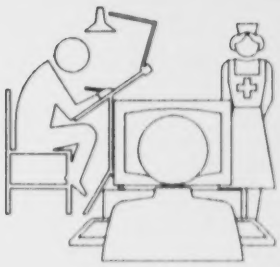
1. Teacher arranges a field trip to a commercial kitchen, and prepares a list of jobs available in that kitchen.

2. Students research those jobs discussed in class by using MCIS or other occupational information. Discuss the variety of jobs available, the training necessary, working conditions expected, and the questions one might ask during field trip visit.

3. Students will also research the various training programs.

4. Students will also check their research findings through the personal contact with people in the food service cluster during the field trip.

5. Have students (through observation, questioning, and interviewing on the field trip) gather information, identify and compare roles, and describe conditions in which home kitchens compare and contrast to kitchens engaged in quantity food preparation.



Activity: That First Impression

Purpose of Activity:

To recognize the importance of first impressions.

Materials Needed:

Wrapping paper (three types; colorful, plain, used)
Small tokens (boxes of raisins, peanuts, pencil sets)
Question/answer cards regarding do's and do not's of job applications and interviews
MICRO MCIS (Minnesota Career Information System) software program: Job Search file, or Job Search section of the publication *Minnesota Occupational Information*

Procedures:

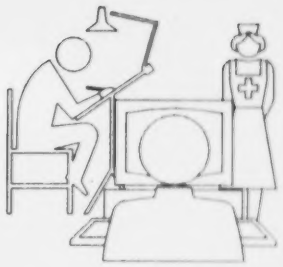
1. Have gifts wrapped before class - wrap some very attractively, some plainly and some very sloppily in wrinkled or dirty paper. Have students sit around a table where the gifts are displayed.

2. Explain to the students that the object of the activity is to answer questions on a job application correctly.

3. The teacher asks the questions (see handout) and the first person to answer correctly selects a gift from the table or can take a gift already selected by another student (you may only have one gift in your possession). Students may not open gifts until all students have one. Before gifts are opened, discuss with class why some of the gifts were more desirable than others, how packaging or appearance makes an impression, either positive or negative in a job interview.

Sample Questions

1. You can use your mom or dad as a reference your job application. (true/false, why?)
2. It is O.K. to ask questions during your interview. (true/false, why?)
3. You should thank the interviewer at the end of your interview. (true/false, why?)
4. Be sure to give the interviewer the answer that will be impressive even if it's not quite true. (true/false, why?)
5. It's O.K. to fold your job application and to x-out your mistakes. (true/false, why?)
6. Be sure to sit as comfortable as possible during your interview. (true/false, why?)
7. Name one skill you should have if your job requires you to answer the phone. (why?)
8. You do not need to have a Social Security number to get a job. (true/false, why?)
9. It's acceptable to take a friend to your job interview. (true/false, why?)
10. Chewing gum during a job interview can help you stay calm. (true/false, why?)
11. Volunteer work does not count for previous experience on a job application. (true/false, why?)



Activity: Exploring Business Careers

Purpose of Activity:

To identify the different types of jobs within each business career cluster and the characteristics of the jobs.

Materials Needed:

MICRO MCIS (Minnesota Career Information System) software program or publications such as:
Minnesota Occupational Information
Occupational Outlook Handbook
Vocational Biographies
Minnesota Careers
Exploring Business Careers Worksheet

Procedures:

1. Give students the "Exploring Business Careers" Worksheet, and explain the general division of job within the business cluster (administrative, bookkeeping/accounting, and clerical). The occupation clusters related to these groupings in MCIS are as follows:

   Administrative Occupations 1100
   Bookkeeping/Accounting Occupations 1600
   Clerical Occupations 1400

2. Using the "Exploring Business Careers Worksheet", have students select one occupation that interests them in each of the three groups and research the answers to the items listed to the left side of the page.

3. (Optional) If the instructor can suggest people to visit for an interview about a specific job, students whould complete an interview and attach their notes in response to the last item on the worksheet.

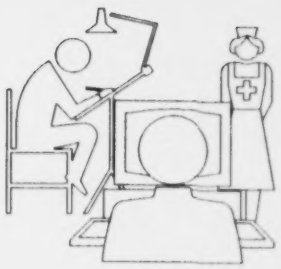
4. After students complete their worksheets, have the class discuss their research.

5. (Optional) Running their own business may be the goal of some students. Learn what self-employment is by using the MCIS Working For Yourself file (**OWN**).

Exploring Business Careers Worksheet

Career Cluster _____

Information Needed	Administrative	Bookkeeping	Clerical
Abilities required?			
Personality traits required?			
Where would I work?			
Wage or salary (hour, week, month or year?			
Vacation (days, weeks per year?)			
Job security?			
Retirement?			
Fringe benefits?			
Lifestyle associated with job?			
Union or license?			
Outlook?			
Opportunity for advancement?			
Advantages of job?			
Disadvantages of job?			
High school courses needed?			
Where can I get training or education?			
Amount of education required?			
Cost of education required?			
Interview of person now working at this job . . . (Optional)			



Activity: Mock Interviews

Purpose of Activity: To develop job interview skills

Materials Needed:

MICRO MCIS (Minnesota Career Information System) software program Job Search File, or Job Search section in the publication "Minnesota Occupational Information."
"Interview Tips" (handout)

Procedures:

1. Prior to the unit, the teacher will solicit volunteer interviewers from the local business community.

2. Prior to the interview the students complete a letter of application, a resume, and a job application.

3. The teacher will spend class time preparing students for the interviews: handshake; appearance; self-confidence; possible questions.

4. High school business students demonstrate good interviewing techniques. Students are interviewed by business volunteers, they may volunteer for "public" interviews, and critiques in front of the class or participate in private one-on-one interviews. If there are not enough business volunteers, school personnel can help with interviews.

Interviewing Tips

What to do before the interview:

1. Research the company - its products, services and policies.
2. Prepare a personal inventory - important things about yourself to mention at the interview.
3. Accumulate necessary information and papers - Social Security card, driver's license, etc.
4. Prepare to furnish references (not family members) by name, address and business affiliation. Ask these people permission to use their names before the interview.
5. Go alone to the interview.
6. Wear clean, conservative clothes and be neatly groomed.
7. Be on time (plan to arrive fifteen minutes early).
8. Bring with you a small notebook which will fit into your purse or pocket in case the interviewer gives you some information you need to write down.
9. Learn the interviewer's name and how to pronounce it correctly.
10. Prepare some questions of your own (usually the interviewer will give a chance to ask questions).

What to do at the interview:

1. Be as calm as possible.
2. Answer questions clearly without rambling on.
3. Listen carefully to what the interviewer says.
4. Keep your hands still - do not play with papers, etc.
5. Don't place your belongings on the interviewer's desk.
6. Never criticize a former employer.
7. Do not interrupt or argue with the interviewer.
8. Be honest.
9. Sit up straight in the chair.
10. Don't discuss personal problems.
11. Don't chew gum or smoke.
12. Express your willingness to work hard.
13. Always thank the interviewer.

Interview Questions

Some common questions asked at job interviews:

1. Tell me about yourself.
2. What are your career goals?
3. Are you a leader?
4. How do you handle disagreements with others?
5. What brings you to our company?
6. What are you looking for in a job?
7. What is your greatest strength? Weakness?
8. What do you offer us that someone else can't?
9. What were your extracurricular activities at school?
10. What do you know about our company?
11. What do you see yourself doing five years from now?
12. Have you ever served detention at school or been suspended?
13. What two or three of your accomplishments have given you the most satisfaction?
14. How do you spend your leisure time?
15. What are your ideas about salary?
16. What people have influenced you most in your life?
17. How do you feel about overtime?
18. What have you learned from your mistakes?
19. Have you had any serious illness or injury?
20. Why should we hire you?

Twenty-three reasons why applicants are rejected:

1. Poor personal appearance
2. Lack of enthusiasm
3. No eye contact
4. Late to the interview
5. Short term employment
6. Lack of courtesy
7. Condemns former employers
8. Slang\Incomplete sentences
9. Lack of career planning
10. Sloppy application
11. Overbearing, overaggressive, conceited, know-it-all
12. Lack of confidence and poise, nervous
13. Failure to participate in activities
14. Overemphasis on money
15. Poor scholastic record/just got by
16. Unwilling to start at the bottom, expects too much too soon
17. Lack of tact

Interview Questions (cont.)

18. Lack of maturity
19. Limp handshake
20. Lack of knowledge in field of specialization
21. Cynical, lazy
22. Intolerant, strong prejudices
23. Never heard of company

After The Interview:

Soon after the interview, phone or write a short note to thank the interviewer for his or her time and consideration.

Interviewer's Scoring Sheet

Name of Interviewee _____

Date _____

KEY
1 = least effective
2 = O.K.
3 = very effective

Opening (courteous, handshake)	1	2	3
Appearance	1	2	3
Questions (answered completely, clearly)	1	2	3
Listening (attentive with comprehension)	1	2	3
Applicant's questions (information on employer)	1	2	3
Posture (upright)	1	2	3
Poise (overall impression)	1	2	3
Eye Contact	1	2	3
Assertiveness (confidence)	1	2	3
End (thank interviewer)	1	2	3
Additional comments (grammar, etc.)	1	2	3

Additional comments: